

**SOCIAL
SCIENCES
10-20-30**

CURRICULUM
EDUCATION

CURRICULUM GUIDE

**CURRICULUM
GUIDE FOR
HISTORY**

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TABLE OF CONTENTS

	<u>Page</u>
Social Sciences Options - Rationale	1
- Structure	1
- Objectives	2
Western Canadian History 20	3
A. Introduction	5
B. Overview	6
C. References	7
D. Objectives	8
E. Suggested Teaching Strategies	9
F. A Note on Evaluation	10
G. Broad Themes	11
H. Chronological Outline History of the Canadian West 1670-1945	12
I. Teacher's Guide.	17
J. Appendix - Additional Resources	37
Canadian History 20	49
A. Introduction	51
B. Objectives	51
C. Evaluation	58
D. Introduction to Problems, Skills and Issues Chart	59
E. Problems, Skills and Issues Chart	60
F. Expanded Problems	70
G. References	87
Western World History 30	93
A. Introduction	95
B. Organization	95
C. Topic Development	96
D. Teacher's	101
E. References	107



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SOCIAL SCIENCES OPTIONS

Rationale

The emphasis of the interdisciplinary Social Studies 10, 20, 30 is on the investigation of relevant social issues. The social studies program offers an introduction to some of the concepts, the interrelated ideas and the processes of knowledge development of the social science disciplines. To enable a student to pursue further an expanding interest in a specific discipline, the social science options have been developed as in-depth studies to complement the social studies curriculum.

Since each social science option offers a mode of critical thinking that leads to a more accurate comprehension of the discipline, the electives will allow students to increase their knowledge and understanding of the structure and methodology of specific social science disciplines without detracting from the social studies program.

Structure

The social science options consist of several courses, each of which is complete within itself. Each course develops several themes from one of the social sciences: Anthropology, Sociology, Psychology, Geography, Economics, Political Science, Philosophy, Comparative World Religions and History.

The sequence in which the disciplines may be studied is optional, but courses within a particular discipline may be sequential. No one of the social sciences courses is a prerequisite to any other course.

Social Sciences 20 and 30 students may study one course for three credits or two courses for six credits. However, students wishing to use social science credits for university entrance must present six credits at the "30" level.

In structuring the social science electives within a school, the school is free to select those units that best complement teacher and student interest. The electives are not intended to provide either an alternative or a substitute for the existing social studies curriculum. Rather they are offered to meet diversified student interests and add enrichment through individual or group study where this is deemed desirable.

Objectives

1. To develop an insight into the basic concepts of the discipline.
2. To develop an insight into specific modes of inquiry and skills unique to a particular discipline.
3. To develop an understanding of how knowledge is produced in a particular discipline.
4. To provide opportunities to experience the emotive qualities inherent to an interest-motivated approach to the study of a discipline.

WESTERN CANADIAN HISTORY 20

A. Introduction

The study of history can serve a need that is felt by all people in varying degrees -- the need to find one's place in the great stream of events that constitute the human story. It also provides the opportunity to study man, a study which enhances one's understanding of self as well as of present society.

Dates, places, names and events are the vocabulary of history, and must be used to place causes and consequences in proper historical context. That, however, is where the study of mankind begins - not where it ends. In many cases, the strong play of human nature which is brought out in events of the past is the only feature worthy of study. In the words of George Macauley Trevelyan in his Autobiography:

I take delight in history, even its most prosaic details, because they become poetical as they recede into the past. The poetry of history lies in the quasi-miraculous fact that once, on this earth, once, on this familiar spot of ground, walked other men and women, as actual as we are today, thinking their own thoughts, swayed by their own passions, but now all gone, one generation vanishing after another, gone utterly as we ourselves shall shortly be gone like ghost at cock-crow. This is the most familiar and certain fact about life but it is also the most poetical, and the knowledge of it has never ceased to entrance me, and to throw a halo of poetry around the dustiest record ...

There is perhaps no more convincing argument than Trevelyan's for we Western Canadians to teach Western Canadian history to our young people. Whereas Trevelyan is able to speak of England, whose youngsters learn about characters on their home ground, we so often teach history as being noteworthy only if it deals with peoples distant in place as well as time. There can be no better place to start a study of people and society than in our home territory. Our own social history of the West, with its mosaic of diverse ethnic and religious groups, its rich Indian heritage and unique political movements, offers a challenging beginning to the study of history that could well encourage students to broaden their study of the subject. This seems to be a particular challenge to us in Western Canada,

and it may well stem from our concentration on the history of other societies without first establishing a solid home base.

A meaningful study of Western Canadian history should include in-depth biographical studies of political leaders as well as non-political leaders; religious developments and issues as well as political and constitutional ones; geographic study as well as cultural and economic development. Accompanying this should be an attempt at understanding the traditions in Canadian historical writing as well as the philosophy of history. Permeating the entire study must be the constant search for the personalities and inner motives of key figures in all fields of historical study, without sacrificing a study of the work they did, for if understanding of man and self is the goal of the undertaking, it is doubtful that it can be better served by any other means. It is hoped that this would remove the necessity of memorizing and testing lists of dates and Acts of Parliament which are relied on only when deeper understanding has eluded both instructor and student.

B. Overview

In the introduction to the course the teacher may provide a chronological framework of Western Canadian history. This should be relatively brief, perhaps of two or three days duration, but sufficient to provide a broad framework within which to fit the series of postholes outlined. The number of postholes chosen will be determined by the time available and the interests of the group. If, for example, the students have heard the fur trade period discussed a number of times, there might be little point in going over it again. On the other hand, an in-depth study of parts of it may fill a need.

The list of topics seeks to identify events and individuals that draw attention to significant ideas or forces in the development of Western Canadian society. It is not all-inclusive and teachers should feel free to add other postholes or modify those suggested to suit the particular region of Alberta in which they live.

The general topics are:

1. Overview
2. Indian Pioneers
3. Fur Trade and Exploration
4. Impact of the United States on Western Canada
5. Culture Contact
6. Settlement and Immigration
7. The Canadian Pacific Railway
8. Responsible Government and Provincial Autonomy
9. Western Alienation
10. The Social Gospel
11. The Depression and Western Political Response
12. The Western Canadian Mystique

C. References

Primary Reference

Hill, Douglas. The Opening of the Canadian West. Longman, 1972. Approx. \$2.25
Deals with the period of 1670 - 1905.

General References

Kerr, D. G. A Historical Atlas of Canada. Second Edition. Thomas Nelson and Sons, 1966. Approx. \$3.10.

Young, Walter. Democracy and Discontent. Ryerson Press, 1969. Approx \$1.90.
Deals with political parties and Depression, 1905 - 1945.

Note: Please see the appendix for additional resource listings.

D. Objectives

1. Understanding of how the West came to be what it is today: its social, economic, political and religious development.
2. Knowledge of specific postholes that illustrate the basic issues that have defined Western Canadian society in the past and continue to define it today.
3. Insights into human nature, and how society operates. Francis Bacon said: "Histories make men wise."
4. Establishment for each student of a personal relationship with his own family's past.
5. Ability to tell succinctly what a book says.
6. Development of writing ability:

(a) Organization and presentation of a point of view

(b) Telling a good story

See articles in The Writer's Handbook, by A. S. Burack (ed.)
(The Writer, Inc. Boston, 1972) for excellent suggestions.

"Historian as Artist"	p.351
"Biography"	p.341
"Research"	p.358
"Significance of Titles"	p.377

7. A genuine appreciation of the contribution made by diverse ethnic and religious groups, and a feeling for what it means to be a citizen in the culturally rich melting-pot of Western Canada.

8. Growth of interest in both the practical and aesthetic qualities of the study of history.

E. Suggested Teaching Strategies

"What generalizations do I want students to come to? Do I agree with the ones in the guide, or do I want them to test their opposites, or a revised version?"

"How do I want these generalizations reached? Do I keep the generalizations to myself, and have the students arrive at them inductively, through research? Or do I tell them the generalization at the outset and then give evidence for my point of view?"

Answers to these questions may determine teaching strategies. Each approach could be used in turn. Learning activities should be considered as suggestions only and not prescriptive.

While facts are being gathered, many teachers find that making notes is an efficient way to learn new material. When the teacher is making a presentation, students could refine the useful listening - thinking art of taking notes. When they are doing individual research, pens and note pads are in constant use for the jotting down of significant facts, interpretations, and sources.

Facts can be gathered, concepts can be defined, and generalizations tested in any of the following ways: teacher presentation followed by class discussion, student lecture followed by class discussion, films, videotapes, slides, debates, panel discussions, guest speakers, visits to museums, contact with Glenbow in Calgary or Provincial Museum in Edmonton, interviews with local residents, and thorough individual reading and research. It is recommended that a portion of the budget be set aside for field trips, since they can be a very worthwhile part of the course if thoroughly planned. Since there may be too many topics listed in the Guide for one semester, some topics could be assigned to one, two or five students, depending on resources available. These students could then make class presentations. Some topics might well be omitted.

F. A Note On Evaluation

Each teacher will decide how best to evaluate his students' progress in the light of the objectives he and his students hope to achieve. The following general remarks, therefore, are meant to serve as suggestions only.

Two questions that might be asked of each evaluative technique are:

1. What proportion of my questions or assignments engage the intellect, and what proportion is largely recall? What proportion tests for information and what for understanding?
2. Does my evaluation question or assignment reflect an objective firmly established and clearly understood by the students?

FACTS: Generally, questions calling for specific facts as answers would be of limited value. When they are used, perhaps they could be limited to highly significant facts, that is, those that affected the direction events ultimately took. An example might be: Identify 10 issues of national importance that arose in Western Canada between 1870 and 1935. Dates, events, names, places are the vocabulary of history and should be treated as such on examinations.

CONCEPTS: Definitions of the major concepts listed would seem to be a valid way to determine how well the student understands the subject. How well he elaborates and illustrates the concepts will reveal his knowledge of facts as well, but only those that are significant or relevant to the concept. For instance: "Define 'manifest destiny' and illustrate its application to the Oregon Question in 1846.

GENERALIZATIONS: Generalizations could be stated as they appear in the Guide, or in a different form, or as a question. Students could be asked to support or refute the generalization. Their use of evidence would reveal their knowledge of facts, their comprehension of concepts, and their

ability to think logically. For example: "The Government of the day made a sincere effort to handle the issue of Indian lands in a humane way by adopting the Treaty system." Discuss, i.e., support or refute.

In sum, evaluation could include some recall questions, some expanded definitions, and some tests of generalizations. The objective of improving writing and thinking still is probably best achieved when the following types of words are used in questions: analyze, compare and contrast, define, assess, give the historical significance of, apply the theory of, give similarities and differences, show relationships, or find patterns from diverse elements or events.

G. Broad Themes

A discussion of broad themes that emerge from the study of the history of any society might well be undertaken with those classes that display a keen interest. While these themes do not lend themselves to evaluation, they do keep us aware of unanswered social questions with which societies continue to grapple, and offer an opportunity for divergent thinking. Four examples will illustrate the point:

1. Traditions in Canadian Historical Writings

- (a) Why is Creighton considered a representative of the Conservative school? Careless of the Liberal tradition? McNaught a Socialist? How would you classify W. L. Morton?

2. Causes and Consequences in History

- (a) What would have happened to Alberta agriculture had the federal government not sent the Japanese inland in 1942?
- (b) How would the political fortunes of the two provinces of Alberta and Saskatchewan be different had Aberhart taken a teaching job in Regina instead of Calgary in the 1920's?

3. Generalizing from Documents

- (a) Suppose you found a copy of the Edmonton Journal or Calgary Herald or Brooks Bulletin or Whitecourt Star 400 years from now and were asked to recreate the society it reflected.

4. Basic Social Organization Questions

A strongly socialist tradition emerged in Western Canadian agrarian and labour groups in the early decades of this century. The writings of the OBU, the Farmers' Union, Underhill and Woodsworth all referred to a class struggle, and the need to reform society in such a way that it would aim at looking after human needs rather than making a profit. Compare that with the position of Will and Ariel Durant (The Lessons of History, Simon and Schuster):

"The experience of the past leaves little doubt that every economic system must sooner or later rely upon some form of profit motive to stir individuals and groups to productivity. Substitutes like slavery, police supervision, or ideological enthusiasm prove too unproductive, too expensive or too transient. Normally and generally, men are judged by their ability to produce -- except in war, when they are ranked according to their ability to destroy. Since practical ability differs from person to person, the majority of such ability in nearly all societies is gathered in a minority of men."

Marx believed that the economic organization of a society determined its superstructure, such as laws, philosophy and literature. This leaves unexplained the rise of Christianity.

H. Chronological Outline History of the Canadian West 1670 - 1945

Part I 1670 - 1870 The Fur Trade Era

- 1670 - 1713 The Establishment of the Adventurers on the Bay
 1. Initial European Approaches: Hudson, Button, Fox, James
 2. Radisson and Groseilliers
 3. The Charter, May 2, 1670
 4. Struggles with the French for Control of the Bottom of the Bay
 5. Henry Kelsey, 1690

- 1713 - 1763 French Dominance on the Prairies
 1. La Verendrye and the Sea of the West
 2. "The Sleep by the Frozen Sea"
 3. Anthony Henday, 1754 (H.B.C.)
 4. Effect of British Conquest of the Postes du Nord
- 1763 - 1821 Rivalry between NWC and HBC and Coalition
 1. Rise of Pedlars from Montreal after British Conquest - Alexander Henry
 2. Samuel Hearne and Cumberland House, 1774
 3. Emergence of the North West Company, 1783 - 1804

Peter Pond	David Thompson
Alexander Mackenzie	Simon Fraser

4. Lord Selkirk and the Red River, 1811 - 1820
5. Decade of Violence in Athabasca, 1815 - 1821

John Clarke
Colin Robertson

6. Coalition of 1821
- 1821 - 1870 Consolidation and Decline of the Fur Trade Empire
 1. Sir George Simpson - The Little Emperor, 1821 - 1860
 2. The Background of the Red River Insurrection, 1869
 3. The Hudson's Bay Company and American Free Traders in Assinibora
 4. The Palliser Expedition, 1857
 5. The Oregon Question, 1846
 6. The Cariboo Gold Rush, 1858 (Sir James Douglas)
 7. The Parliamentary Enquiry, 1857
 8. Transfer of HBC Lands to Canada, 1869
 9. Early Missions: Rundle, MacDougall, Lacombe, Grouard, James Evans
 10. The West and Confederation

Part 2 1870 - 1970 The Era of Settlement

- 1870 - 1896 Ottawa and the West

1. Red River Insurrection, 1870. (Louis Riel)
2. British Columbia - "Spoilt Child of Confederation", 1871
3. North West Mounted Police, 1873
4. Indian Tribes of the West: Blackfoot Confederacy

Peigan	Plains Cree
Bloods	Haida of British Columbia
Blackfeet	Sarcee

5. Treaties with the Indians, 1871 - 1877
6. Canadian Pacific Railway, 1881 - 1885
7. Manitoba Schools Question, 1890
8. The Northwest Rebellion, 1885, Middleton

Trial of Riel	Poundmaker
Big Bear	Battle of Cutknife Hill,
	Batoche, Duck Lake
	Frog Lake Massacre

- 1896 - 1911 Settlement of the Prairies: "The Breadbasket of the World"

1. Sir Clifford Sifton and Immigration Policies:
"Men in Sheepskin Coats,"
American Immigrants, White and Solvent
2. Responsible Government in the Territories, 1897
3. Formation of Provinces Due to Pressure of Population, 1905
4. Laurier and the West in the 1911 Election
5. Ethnic and Religious Groups - Social Class in Western Canada

Mennonites	Doukhobors
Mormons	Hutterites
Ukrainians	Japanese

- 1913 - 1945 The West and the Two World Wars
 - 1. Beginning of Agrarian Unrest in Western Canada: Progressive Party
 - 2. James Shaver Woodsworth and the Social Gospel:

Winnipeg General Strike
Regina Manifesto 1917
CCF

- 3. Conscription Crisis and Western Canada, 1917
- 4. William Aberhart and Social Credit - A Western Canadian Phenomenon
- 5. The Politics of Chaos: Western Canada and the Depression
- 6. Western Canada after World War II - Western Alienation Grows

Cultural Development in Western Canada (Writers)

Wiebe, Whyte, Stead,
Roy, Grove, Harker,
Mitchell, McCourt.

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES (See appendix for complete listings)
<p>1. <u>OVERVIEW</u></p> <p>Despite its relatively small population, the West has influenced Canadian development in several ways. The first is economic.</p> <p>Some countries have too much history; we have too much geography.</p>	<p>National Significance of the West</p> <p>Staple Theory</p>	<p>Overview by Teacher</p> <ol style="list-style-type: none"> 1) Canada - 9,728,000 Km² or 3,800,000 sq. miles 2) Western Canada - 1/3 of total 3) Rich soil - climate factors make it the bread basket of Canada 4) Energy source for most of Canada 5) Minerals 6) Geographical contrast - mountains, prairie shield 7) Claimed at one time, by Britain, France, Russia, Spain and U.S.A. How did the West become part of Canada? 8) Staple Theory: Fish, furs, lumber, wheat, Western Canada's contribution? 	<p>Working outline for further study in <u>Opening of the Canadian West</u> kit by Tony Cashman</p> <p>Encyclopedia articles on each Western province</p> <p><u>Canada Year Book</u></p> <p><u>Hamelin, Canada: A Geographical Perspective</u></p> <p><u>Rich, The Fur Trade and the Northwest to 1857</u> (T)</p>
<p>2. <u>INDIAN PIONEERS</u></p> <p>While many so-called "political" values of the Indians correspond with those of Whites, their "economic" values conflict.</p>	<p>Value Conflict</p>	<p>Teacher Presentation</p> <p>Outline the basic value differences between Whites and Indians that make assimilation difficult without surrendering identity.</p>	<p>Zentner, "The Impending Identity Crisis Among Native Peoples" in Gagan <u>Prairie Perspectives</u> (T)</p> <p>Walsh, <u>Indians in Transition</u></p> <p>MacDonald, <u>The Romance of Canadian History</u></p>

* T = Teacher Reference

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES																										
<p>Indians of the Plains depended almost solely on the Buffalo for their livelihood and much less on the White Man's trade goods than did the Indians of the Woods in the North. Some of this prairie independence has been passed on to the Whites of the region.</p>	<p>Cultural Heritage</p>	<p>Student Assignment</p> <p>In groups of three, outline in a report or wall chart the following information about one group of Indians.</p> <table border="0"> <tr> <td>Blackfeet</td> <td>Beaver</td> </tr> <tr> <td>Plain Cree</td> <td>Chipewyans</td> </tr> <tr> <td>Haida of B.C.</td> <td>Assiniboines</td> </tr> <tr> <td></td> <td>Sarcee</td> </tr> <tr> <td></td> <td>Piegans</td> </tr> <tr> <td></td> <td>Bloods</td> </tr> </table> <hr/> <table border="0"> <tr> <td>History</td> <td>Weapons</td> </tr> <tr> <td>Extent of Settlement</td> <td>Tribal Organization</td> </tr> <tr> <td>Food</td> <td></td> </tr> <tr> <td>Appearance</td> <td>Rituals</td> </tr> <tr> <td>Livelihood</td> <td>Taboos</td> </tr> <tr> <td>Division of Labour</td> <td>Music - Art</td> </tr> <tr> <td>Shelter</td> <td>Life Today</td> </tr> </table>	Blackfeet	Beaver	Plain Cree	Chipewyans	Haida of B.C.	Assiniboines		Sarcee		Piegans		Bloods	History	Weapons	Extent of Settlement	Tribal Organization	Food		Appearance	Rituals	Livelihood	Taboos	Division of Labour	Music - Art	Shelter	Life Today	<ul style="list-style-type: none"> - Vol. I. Physical history of the land and an overview of the people of the land. - Vol. II. A history of Native peoples from first migrations to the present. - Vol. III. Reference history of the Native people, treating them separately as tribes. <p>Imperial Oil Portfolio #5 Jenness, <u>Indian Tribes of Canada</u> Glenbow Publications, e.g., the following inexpensive pamphlets: The Plains Cree The Woodland Cree The Chipewyan Indians The Blackfoot Tribe The Blackfoot Winter Count Blackfoot Shaking Tent Indian Names for Alberta Communities Tattooing Practices of the Cree Indians</p>
Blackfeet	Beaver																												
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GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>3. <u>FUR TRADE AND EXPLORATION</u></p> <p>A fashion change in Europe in the early 1600's led to the rise of the fur trade economy; another change in the mid-1800's led to its decline.</p> <p>To Europeans, Canada meant fur for European markets.</p> <p>The White Man created among the Indians a dependence on trade goods.</p> <p>Exploration of Canada, particularly the West, was largely the result of two forces:</p> <ol style="list-style-type: none"> 1. The search for the Northwest passage, and 2. The quest for furs. <p>Radisson and Groseilliers were the first to combine these two drives successfully, by defraying the costs of one with the profit from the other.</p>	<p>PRO PELLE CUTEM "The skin for the fur"</p> <p>Monopolies</p> <p>The Northwest Passage</p>	<p>Students read and make notes:</p> <ol style="list-style-type: none"> 1) How did the fur trade overcome the Canadian Shield and expand into Western Canada? 2) What contributions did Champlain make to this expansion? 3) Explain the monopoly as it applied to the French fur trade prior to 1763. 4) Explain the difference between Castor Gras and Castor Sec. List trade items used. Which item was most in demand by Indians? 5) Explain Indian lines of trade and the use of middlemen. <ol style="list-style-type: none"> 1) Write a 75-word paragraph outlining the importance of Hudson, Button, Fox and James in the search for the N.W. Passage and the eventual discovery of the Bay. 2) Write approximately 150 words of biography on Radisson or Groseilliers, giving insight into the personal motives. Selected students give presentation to class and discuss. 3) Outline, in a short list, the terms of the Charter granted on May 2, 1670. Was settlement and exploration an obligation? Distinguish between "Rupert's Land" and the "North West." 	<p>Hill, <u>The Opening of the Canadian West</u>, Chapter 1, "Fortunes in Furs."</p> <p>Rich, <u>Fur Trade</u> (T)</p> <p><u>The Beaver</u></p> <p>Innis, <u>The Fur Trade in Canada</u></p> <p>NFB Film: THE VOYAGEURS (20 mins. Col.)</p> <p>Encyclopedias Kerr's <u>Historical Atlas</u></p> <p>NFB Film: LAST VOYAGE OF HENRY HUDSON (20 mins. B&W) Imperial Oil Ltd. Portfolio #1 "Discoverers and Explorers in Canada 1497 - 1763" (Cabot, Cartier, Champlain, Radisson, LaVerendrye) NFB Film: SAMUEL DE CHAMPLAIN (15 mins. Color) Rich, <u>The Hudson's Bay Company</u>, (2 Vols.)</p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>The competition for furs was part of an international conflict between the French and the English which eventually led to "leap frogging" along the Saskatchewan, and exploration of the interior of the West.</p>	International Rivalry	<p>Teacher Presentation</p> <p>Outline the struggle between the French and the English at the Bottom of the Bay.</p> <p>Student Assignment</p> <ol style="list-style-type: none"> 1) In 75-100 words, compare the significance of Kelsey, La Verendrye and Henday in the opening of the West. 2) On a current map of Alberta, outline Henday's journey, marking the towns through which he would pass if he were to make the same trip today. 	<p>Rich, <u>The Fur Trade</u>(T)</p> <p>Imperial Oil Portfolio #1</p>
<p>French dominance in the West, established by La Verendrye, gives way to British dominance.</p>		<p>Teacher Presentation</p> <ol style="list-style-type: none"> 1) The effect of the British Conquest of the <u>Postes du Nord</u>. 2) Compare the relationship of English traders and the Indians with that of the French traders and the Indians. 	<p>Rich, <u>The Fur Trade</u>(T)</p>
<p>The fall of New France in 1763 does not eliminate the struggle for furs, but merely changes its nature. English merchants in Montreal combine with <u>coureurs de bois</u> to challenge the HBC.</p>	Commercial Rivalry	<p>Outline the emergence of the North West Company (1783-1804) from the Pedlars. Include the importance of Alexander Henry and Peter Pond.</p>	<p>Campbell, <u>The North West Company</u></p>
<p>Pond, Thompson, Mackenzie and Fraser were all employed by the North West Company when they made their historic journeys.</p>	North West Company Contributions to Canadian Exploration	<p>Study Questions:</p> <ol style="list-style-type: none"> 1) Which personality was more likable, Mackenzie's or Thompson's? 2) What were the major achievements of both? 	<p>NFB Film: ALEXANDER MACKENZIE LORD OF THE NORTH (27 mins. Color)</p> <p>NFB Film: DAVID THOMPSON: THE GREAT MAP MAKER (27 mins. B & W)</p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>This company then played a major role in delivering British Columbia safely to Canada and preventing its union with the United States.</p>		<ol style="list-style-type: none"> 3) What kind of man was Peter Pond? What influence did we have on Alexander Mackenzie? 4) What was the role of Simon Fraser in opening the West? 5) On a map of Canada, mark and label the routes of Pond, Mackenzie, Thompson and Fraser. 6) Compare the leadership ability of Alexander Mackenzie & Samuel Hearne. 	<p>Imperial Oil Portfolio #2 "Discoverers and Explorers in Canada 1763 - 1911" (Samuel Hearne, James Cooke, Alexander Mackenzie, Simon Fraser, David Thompson)</p>
<p>The fur traders had made it seem normal and acceptable to travel and live in the Northwest. This inevitably led to settlement and the death of their enterprise.</p>	<p>Paradox of the Fur Trade Selkirk: an Enigma</p>	<p>Teacher Presentation after students' reading: Lord Selkirk establishes Red River settlement which leads to the Massacre of Seven Oaks.</p> <p>Discuss: (a) Why were the fur traders opposed to settlement?</p>	<p>Hill, Chap. 2, "The First Western Settlers"</p> <p>NFB Film: SELKIRK OR RED RIVER (28 Mins. B & W)</p> <p>Gray, <u>Lord Selkirk of Red River</u></p>
<p>The massacre at Seven Oaks touched off a series of violent episodes in the Athabasca that brought the conflict between the two companies to a head.</p>	<p>Amalgamation</p>	<p>Study Questions:</p> <ol style="list-style-type: none"> 1) What made the amalgamation necessary? 2) Is "Coalition" a better term to describe the arrangement? 3) What role did the Border Conventions of 1818 between Canada and the U.S. play? 4) What role did the HBC transportation route play? 	<p>Rich, <u>The Fur Trade</u> ...(T)</p>

GENERALIZATIONS

CONCEPTS

SUGGESTED ACTIVITIES

RESOURCES

The fur trade returned to a period of monopoly and peaceful prosperity under the dynamic leadership of George Simpson.

Monopoly Again

- 5) Why was the British government pleased?
- 6) Who won the struggle in the Athabasca?

Teacher Presentation:

- 1) The motives, personality and achievements of the Little Emperor.
- 2) Outline the terms of the transfer of Rupert's Land to Canada in 1869.

Kerr's Historical Atlas

"Canoe Executive" by K. Tessendorf, The Beaver. Vol. 301, Summer, 1970.

Morton, The History of the Canadian West to 1870-71

By adapting to changing conditions, the Hudson's Bay Company has maintained a prosperous enterprise involving department stores in large cities and numerous outlets in the North to this day.

Legacy of Fur Trade

Student Projects - Local History:
Find the nearest fur trade post and establish its connection and importance to the trade.

Investigate the present-day organization of the Hudson Bay Company - why it moved its headquarters to Winnipeg from London, the number of stores and services it maintains.

Numerous local histories available.

4. IMPACT OF THE U.S. ON WESTERN CANADA

The pressure brought to bear on parts of Canada by the expansion of settlement in the U.S. in the mid-1800's was at

Manifest Destiny

Student Assignment:

- 1) Using Kerr's Atlas, explain why the U.S. was vitally interested in the Oregon Territory.
- 2) How did George Simpson regard the question of Oregon?

Hill, Chapter 3, "To Make a Nation"

Kerr's Atlas

Rand McNally Atlas

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
times disturbing. It hastened, however, the building of a nation from scattered components.		3) Why did James Polk pick the slogan he used in the election for President in 1844? 4) Why was Britain so easily persuaded to give up the area between the Columbia River and the 49th parallel?	
The Oregon Crisis proved that the fur trade could not or would not cope with settlement. The Cariboo Gold Rush proved that a fur trader could cope if his hand was forced.	Gold Rush Politics	Write a 75-100 word analysis of Sir James Douglas's handling of the Gold Rush in 1858.	Hill, Chapter 5, "The Far and Golden West"
The committee that was asked to deal with the question of Vancouver Island expanded its task and undertook an investigation of the whole HBC operation. It concluded that settlement was feasible, and the HBC agreed to sell out if someone else was ready to assume responsibility for government of the territory. The power vacuum that resulted in the interim was a direct cause of the Red River Insurrection in 1869-70.	Select Committee Inquiry	Student Research: 1) Draw a map of Palliser's Triangle. List his key findings. 2) Explain the reason for the great interest in his report. 3) Describe the results of the Parliamentary Inquiry of 1857. 4) In what sense does this date mark the end of the fur trade era?	MacEwan, <u>Between the Red and the Rockies</u> (T) Rich, <u>The Fur Trade ...</u> (T)
The West was desired by the Central Canadians as a colony that would enrich them. It would compensate Ontario for Quebec's advantage in having gained the Maritimes and an Inter-colonial Railway. It would break the political deadlock. Western provinces, except B.C., were not	Western Canada and Confederation	Teacher Presentation: Outline the influence of the U.S., through the pressure it brought to bear on the West, on Confederation in 1867.	Morton, <u>The West and Confederation</u> Morton, W. L., "The Bias of Prairie Politics", in Swainson, <u>Historical Essays on the Prairie Provinces</u> (T)

GENERALIZATIONS

CONCEPTS

SUGGESTED ACTIVITIES

RESOURCES

given control of natural resources when they joined - not until 1930. It started out as a colonial relationship.

5. CULTURE CONTACT

The rebellions were more than a question of Native rights. They resulted from the contact of two incompatible cultures - the one represented by the plough and the other by the buffalo.

The Indian was facing starvation in the 1870's due to the decline in buffalo population. His way of life was doomed. The government of the day had reason to believe he could become successful at agriculture. It made a sincere attempt to handle the issue in a humane way.

Missionary efforts have proved to be a mixed blessing.

Cultural Change

Sharing a Continent

Impact of Missions

Student Assignment after discussion:
Write a 200-260 word essay on Louis Riel. Show the influence of his upbringing and environment on his role in the rebellion of 1870 and 1885.

- 1) What were the terms of the transfer of Rupert's Land to Canada in 1860?
- 2) Was Riel justified in his demands? Successful?

Teacher Presentation:
Give details of the negotiations and final terms of Treaty 6, 7 or 8.
Discuss: Shortcomings of Treaties?
Was the intent of the Government malicious? What alternatives could have been tried? Did the White Man have any right to a share of this continent?

Student Assignment:
1) Through the study of one of the following, outline the impact

Hill, Chapter 4, "The First Western Province"

Stanley, Louis Riel

Kerr's Historical Atlas

Morton, Manitoba: A History

Morris, Treaties of Canada With the Indians

Hill, Chapter 6, "The Great Lone Land"

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES												
<p>The fact that law preceded settlement in Western Canada made the coming together of two different cultures less bloody than that in the U.S.</p> <p>The Northwest Rebellion, while it saved the CPR by allowing it to prove its worth, accomplished little else and seems difficult to justify. John A. Macdonald acted on the advice of the Northwest Territories Council, Archbishop Tache and other clergy when he refused to grant scrip to the Metis. Many of them who were demanding it had already been given it at Red River and had sold their lands for a pittance. To restore peace, he granted it again, knowing it would not solve the problem.</p>	<p>Impact of Law and Order</p> <p>The Northwest Rebellion</p>	<p>the church had on the life of the Indian: Rundle, McDougall, Lacombe, Evans.</p> <p>2) What effect did the competition between churches for converts have on the Indian?</p> <p>Student Assignment:</p> <p>1) in 75-100 words outline the reasons for the establishment of the NWMP and why the Indians regarded them so highly.</p> <p>Assignment: Write 2-3 sentences about each of the following, giving the significance:</p> <table> <tr> <td>1) Big Bear</td> <td>7) Duck Lake</td> </tr> <tr> <td>2) Riel</td> <td>8) Fish Creek</td> </tr> <tr> <td>3) Crowfoot</td> <td>9) Cutknife Hill</td> </tr> <tr> <td>4) Poundmaker</td> <td>10) Frog Lake</td> </tr> <tr> <td>5) Middleton</td> <td>11) Batoche</td> </tr> <tr> <td>6) Dumont</td> <td>12) NWMP</td> </tr> </table> <p>List the demands made by the Metis during the Rebellion of 1885.</p> <p>Discuss:</p> <p>1) Why did Crowfoot not join the Rebellion?</p> <p>2) Why was Riel hanged?</p> <p>3) Have the Reserves allowed the Indians to maintain their culture?</p>	1) Big Bear	7) Duck Lake	2) Riel	8) Fish Creek	3) Crowfoot	9) Cutknife Hill	4) Poundmaker	10) Frog Lake	5) Middleton	11) Batoche	6) Dumont	12) NWMP	<p>Shipley, <u>The James Evans Story</u></p> <p>McDougall, <u>Opening of the Great West</u></p> <p>NFB Film: CIRCLE IN THE SUN (30 mins. colour) Bloods</p> <p>Alberta School Broadcast Film: FATHER LACOMBE</p> <p>Glenbow, "The March West", March-April 1973</p> <p>Turner, <u>Across the Medicine Line</u></p> <p>Hill, Chapter 9, "Northwest Rebellion"</p> <p>Anderson, <u>The Rebellion of 1885</u></p> <p>Fraser, "Big Bear, Indian Patriot" in Swainson, <u>Historical Essays of the Prairie Provinces.</u> (T)</p> <p>Cameron, <u>Blood Red the Sun</u></p> <p>Howard, <u>Strange Empire</u></p> <p>Bowsfield, <u>Louis Riel</u></p>
1) Big Bear	7) Duck Lake														
2) Riel	8) Fish Creek														
3) Crowfoot	9) Cutknife Hill														
4) Poundmaker	10) Frog Lake														
5) Middleton	11) Batoche														
6) Dumont	12) NWMP														

25

GENERALIZATIONS

CONCEPTS

SUGGESTED ACTIVITIES

RESOURCES

6. IMMIGRATION AND SETTLEMENT

The key to Macdonald's National Policy was the West, and the contribution it could make to Canada's development.

Settlement of the West

- 4) List the contributions the Indians have made to our culture.
- 5) Replay the Trial with student actors.

Dempsey, Crowfoot: Chief of the Blackfoot
Imperial Oil Portfolio #5.

The struggle for cultural dominance has been a central theme in Western Canadian History. To many, it poses a poignant dilemma. If they assimilate they lose their cultural identity; if they do not, they may lose their young people.

Ethnic Assimilation

Teacher Presentation:
Explain Macdonald's National Policy.

- a) Settlement - Homestead Act
- b) Transportation - CPR
- c) Tariff - protect Eastern manufacturing

NFB Film: SETTLEMENT OF THE WESTERN PLAINS (B & W, 13 mins.)

Glenbow: Sifton's advertisement - "Home for Millions: Last, Best West"

Teacher Presentation:
Outline the Manitoba Schools Question - a question of minority rights in the West.

Careless, Canada: A Story of Challenge, pp. 293-5

Hill, Chapters 8 and 10

- Assignment:
- 1) Write 75 words outlining the nature of the dispute. Was the Federal government correct in implementing disallowance?
 - 2) In groups of two, interview at least three older settlers in the area.

Canadian Family Tree
(Gov't. of Canada)

Swainson, Historical Essays
(Mennonites, Mormons, Hutterites) (T)

MacEwan, Between the Red and the Rockies, (Barr Colonists, Doukhobors) (T)

Palmer, Land of the Second Chance

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>Many groups coming into Canada encountered hardship and discrimination in various degrees. A partial explanation of the origin of discrimination in Western Canada may lie in the following:</p> <p>a) Insecurity of the cultural fragment so newly established.</p> <p>b) Union activity against immigrants who were used by Big Business to break strikes.</p> <p>c) The connection in people's minds of the "Red Scare" in 1919 with Central European immigrants, deportation without trial.</p> <p>d) The Wartime Elections Act of 1917 which disfranchised people who spoke German and those of "enemy alien birth", naturalized since 1902.</p>	<p>Ethnic Groups</p> <p>Cultural Mosaic</p> <p>Melting Pot</p> <p>Bible Belt</p> <p>Nature of Prejudice</p>	<p>Find out:</p> <ol style="list-style-type: none"> 1) Where they came from 2) When they came to Canada 3) Why they came 4) When they came to Alberta 5) What hardships they encountered 6) The degree of assimilation that has taken place: <ol style="list-style-type: none"> a. Do they speak their own language, in home, church, community? b. Do they practice any customs of their former homeland - special holidays, events? c. Do they prepare their special dishes, native to their homeland? d. How much of the above applies to their sons, daughters, grandchildren? <p>3. Compare the degree of ethnic assimilation of two groups, e.g., Mennonites and Hutterites.</p>	<p>Blishen, <u>Canadian Society</u></p> <p>Rea, "Roots of Prairie Society," in Swainson, <u>Historical Essays</u> (T)</p> <p><u>Canadian Family Tree</u> (see above)</p> <p>NFB Film: THE HUTTERITES (B & W, 27 mins.)</p> <p>Mann, <u>Canada: A Sociological Profile</u></p> <p>Mann, <u>Sect, Cult and Church in Alberta</u></p> <p>Young, <u>Democracy and Discontent</u> (The "Red Scare" during Winnipeg General Strike)</p> <p>Spafford, "The Origin of the Farmers' Union of Canada", in Swainson, <u>Historical Essays</u> (T)</p>

GENERALIZATIONS

CONCEPTS

SUGGESTED ACTIVITIES

RESOURCES

A Canadian Prime Minister is quoted as saying: "If some countries have too much history, we have too much geography." Is lingering discrimination a result of too much history?

The Klondike Gold Rush of 1898 affected settlement patterns.

Peace River Settlement

4. Through the study of one of the following groups, try to establish:

1. Why they came
2. Their pattern of settlement
3. The discrimination they encountered
4. Their contributions to Canada
5. Is discrimination necessary? Should it be removed? How?
6. What degree of assimilation is best for Western Canadian society? For the immigrant? Is a mosaic better for the immigrant than a melting pot society?
 - a. Japanese b. Chinese
 - c. Negroes d. Ukrainians
 - e. Estonians f. Hutterites
 - g. Mennonites h. Mormons
 - i. Doukhobors j. Germans
 - k. Jews l. Others

Discuss: How were the effects of the Klondike Gold Rush different from those of the Cariboo Gold Rush in 1858?

Hill, Chapter 12, "The New Century"

Kelly, North with Peace River Jim

Berton, P. Klondike: The Last Great Gold Rush

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>7. <u>THE CANADIAN PACIFIC RAILWAY</u></p> <p>The CPR was built in response to the rapid expansion of American settlement westward. It was built where it was to prevent American lines from serving Canadians near the border.</p>	<p>Pacific Railway</p>	<p>Discuss: Why was the CPR built where and when it was?</p> <p>Panel Discussion: Assign roles of J. J. Hill, Cornelius Van Horne, George Stephen, Donald Smith, John A. MacDonald. Review progress and problems in 1885.</p>	<p>Hill, Chap. 7, "Railway Building" & Chap. 11, "Finishing Touches"</p> <p>Kerr's <u>Historical Atlas</u></p> <p>Berton, <u>The National Dream</u> Berton, <u>The Last Spike</u></p> <p>Rasky, <u>The Taming of the Canadian West</u></p>
<p>8. <u>RESPONSIBLE GOVERNMENT IN THE NORTHWEST TERRITORIES</u></p> <p>The question of granting responsible government caused friction in the West as early as the Northwest rebellion, and continues today in the Northwest Territories. The government is often criticized for delaying the process. What consideration must be taken into account? Is it possible that it could be granted too early?</p>	<p>Responsible Government</p> <p>Its Opposite</p> <p>Political Maturity</p> <p>Fiscal Responsibility</p>	<p>Teacher Presentation:</p> <p>After defining carefully how responsible government differs from provincial autonomy and what the opposite of responsible government is, briefly outline major issues in this period that brought the matter to a head, as well as the part played by F. H. G. Haultain.</p>	<p>Thomas, <u>The Struggle for Responsible Government</u></p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>The pressure of population brought about increased political constituencies (as anticipated by the Northwest Territories Act of 1875) and resulted in demands for provincial status.</p> <p>B.C. entered Confederation largely on its own terms and received control of its public lands and resources; Manitoba entered partly on its own terms, but did not receive this control. Alberta and Saskatchewan entered on Federal government terms and were not granted control of resources until 1930.</p>	<p>Federalism</p> <p>Colonialism</p>	<p>The office of Lieutenant-Governor as it was developed then — clarification.</p> <p>Today's situation in the Northwest Territories could be briefly outlined.</p> <p>Make reference to Rebellions: 1837, Elgin, 1849.</p> <p>Student Assignment:</p> <ol style="list-style-type: none"> 1) Identify the basic forces that led to the creation of the Provinces of Alberta and Saskatchewan in 1905. 2) Compare the terms of entry into Confederation of these with Manitoba and British Columbia. 	<p>Hill, Chapter 12, "The New Country."</p> <p>Kerr's <u>Historical Atlas</u></p> <p>MacEwan, <u>Between the Red..</u> (T)</p> <p>Ormsby, <u>British Columbia</u></p> <p>Morton, <u>Manitoba</u></p> <p>Encyclopedia (Articles on each province)</p>
<p>9. <u>WESTERN ALIENATION</u></p> <p>The Western Canadian political experience was different from that of the Eastern Canadian, as was the population.</p>	<p>Western Alienation</p> <p>Buffalo Bones to Plough Shares</p>	<p>Student Research: (Perhaps 5 students)</p> <ol style="list-style-type: none"> 1) How did the buffalo bones of the dying era provide initial capital to establish the wheat economy? 	<p>Morton, "<u>Bias of Prairie Politics</u>" in Swainson, <u>Historical Essays ...</u> (T)</p> <p>MacEwan, <u>Between the Red..</u> (T)</p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>Concentration of British settlers in Sask. with Socialist experience may account in part for the rise of CCF in that province as the concentration of American settlers in Alberta may account in part for the strong free enterprise legacy here.</p> <p>Western alienation has a deep-rooted history, based on the wheat economy. The farmer sold his grain in an unprotected, fluctuating market, and bought his machinery and supplies from a protected industry.</p>	<p>Non-Partisan League</p> <p>Populist Movement</p> <p>Private Enterprise</p>	<ol style="list-style-type: none"> How was the wheat economy related to Western alienation? What had been the experience of the immigrant from the U.S.? How many came? Where settled? What had been the political experience of the British settlers who came to Canada? How many came? Where did they settle? What had been the political experience of the Europeans who came to Western Canada from 1896 - 1913? How many came? <p>Teacher Presentation:</p> <ol style="list-style-type: none"> Outline basic platform of Patrons of Industry, showing relationship to basic themes in Western alienation, relevance today. Suggest parallels in leadership style of Braithwaite in late 1890's and Aberhart in late 1920's: picnic, fund-raising, education level, emotional impact, religious overtones, attack on industrialists. 	<p>Young, <u>Democracy and Discontent</u></p> <p>Kerr's <u>Historical Atlas</u></p> <p><u>Almanac of Canada</u></p> <p><u>Canada Year Books</u></p> <p>Kerr's <u>Historical Atlas</u></p> <p><u>Almanac of Canada</u></p> <p><u>Canada 1867 - 1967</u> (Yearbook published in Centennial Year, distributed free to all schools)</p> <p>McCutcheon, "Patrons of Industry, 1890 - 98" in Swainson, <u>Historical Essays...</u> (T)</p> <p>Sharp, <u>Agrarian Revolt in Western Canada</u></p> <p>Allen, <u>The Social Passion</u> (Chart on p. 28 illustrates fluctuation of wheat prices and yields in Saskatchewan, early 1900's)</p> <p>Barr, J., <u>The Unfinished Revolt.</u></p> <p>Kerr's <u>Historical Atlas</u></p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>Western Canada was not isolated from the ideology and activities of the Communist Revolution in Russia in 1917. Labels assigned to groups of immigrants in that period prove difficult to eradicate.</p>	CPR Monopoly	3) Refer to attitude of farmers to C.P.R. landholder, freight rates, elevator and milling companies subsidiaries, speculation and disappointment Terms of CPR contract	
	Labour Parties Conscription Registration	<p>Student Research:</p> <ol style="list-style-type: none"> 1) Why did the Federal Election of 1911 further alienate the Western farmer? 2) Write a 50-word paragraph explaining the reasons both farmers and labourers opposed conscription in 1917. 	<p>General References - Morton, Careless</p> <p>McNaught, <u>A Prophet in Politics</u></p> <p>Young, <u>Democracy and Discontent</u></p>
	Class Struggle Dictatorship of the Proletariat	<p>Teacher presentation:</p> <ol style="list-style-type: none"> 1) Compare preamble of constitution of Farmers' Union of Canada, 1921, with that of the One Big Union, 1919, and similarity of both to Marx's <u>Communist Manifesto</u>. 2) Outline basic causes and events of Winnipeg General Strike. Refer to other cities' sympathy strikes; part played by OBU, J.S. Woodsworth, farmers, aloofness; demands made by workers; part played by NWMP, newspapers of the time; the "Red Scare", Federal Govt. arrest and deportation of "enemy aliens". 	<p>Spafford, "The Origin of the Farmers' Union in Canada" in Swainson, <u>Historical Essays</u> (T)</p> <p>Marx and Engels, <u>The Communist Manifesto</u></p> <p>Roselle, <u>A World History</u></p> <p>Young, <u>Democracy and Discontent</u></p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>The rise of third parties in Western Canada has been viewed as a protest resulting from alienation from the two major parties. The West associated both the Liberals and the Conservatives with Eastern business interests, who (they were convinced) were corrupt and self-seeking.</p>	<p>Progressivism</p> <p>Direct Legislation</p> <p>Initiative</p> <p>Recall</p> <p>Referendum</p>	<p>Student Research:</p> <ol style="list-style-type: none"> 1) Why was the Progressive Party able to sweep the Prairies in the early 1920's? What was their position on political parties? 2) Trace the rise of the Farmers' Union movement. 3) During what period did the United Farmers' govern Alberta and Manitoba? 4) Write a biographical sketch of Henry Wise Wood and his interpretation of the economic groups in society. 	<p>Young, <u>Democracy and Discontent</u></p> <p>Orlikow, "Reform Movement in Manitoba, 1910 - 1915 in Swainson, <u>Historical Essays....</u> (T)</p>
<p>10. <u>THE SOCIAL GOSPEL</u></p> <p>The Social Gospel as interpreted by Woodsworth, Salem Bland and Irwin, took its cue from the Sermon on the Mount, and manifested itself in both rural and urban society as Holy Scripture applied to social problems in the here and now. To really do something about poverty, they felt, they would have to change conditions in society that produce it.</p>	<p>Social Gospel</p> <p>Sermon on the Mount</p> <p>Canadian Co-operative Federation</p> <p>Manifesto</p>	<p>Student Research:</p> <ol style="list-style-type: none"> 1) Write 200-250 words on the biography of J.S.Woodsworth, outlining his background religious philosophy, life, political beliefs and contribution to the formation of the Canadian Co-operative Federation. 	<p>Matthew, Chapter 5</p> <p>K. McNaught, "J. W. Woodsworth and A Political Party for Labour" in Swainson, <u>Historical Essays</u> (T)</p> <p>K. McNaught, <u>A Prophet in Politics</u></p> <p>Young, <u>Democracy and Discontent</u></p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
		<p>Teacher Presentation:</p> <ol style="list-style-type: none"> 1) Woodsworth was often called a Communist by both Eastern and Western politicians. What reforms did he advocate? Would he be called a Communist today? Why? 2) The Socialist Party in Canada (the New Democratic Party) controlled 3 Prairie provinces in 1974. Suggest reasons why it is not successful in Federal elections. What planks of its 1933 platform have been worked into the platforms of the two major parties? Why was it capable of uniting both farmers' and labour groups in one party? 	<p>Woodsworth, <u>Strangers Within Our Gates</u>. (Deals with hardships of immigrants.)</p> <p>Allen, <u>The Social Passion</u>. (Effect of the Social Gospel in the West.)</p>
<p>11. <u>DEPRESSION AND WESTERN. POLITICAL RESPONSE</u></p> <p>The two themes that had long been associated with each other in Prairie history, namely economic and spiritual salvation, reached their greatest heights in this experiment that had all the world watching, half amused, half entranced.</p>	<p>Social Credit</p> <p>Funny Money</p> <p>Prosperity Certificates</p> <p>Anti-Semitism</p> <p>Ultra-Vires</p> <p>Dividends</p>	<p>Teacher Presentation:</p> <ol style="list-style-type: none"> 1) Origin and development of the theory of Social Credit. <p>Student Assignment:</p> <ol style="list-style-type: none"> 1) Write 200-250 words in biography of William Aberhart answering the question: "To what extent was Aberhart's success a product of the prairie environment and the Depression?" 	<p>Young, <u>Democracy and Discontent</u></p> <p>Neatby, <u>Politics of Chaos</u></p> <p>Magazine Articles from Glenbow (See Appendix, p. 47)</p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>Provincial responsibilities for unemployment insurance taken over by Federal govt. This is one example of the push toward socialism that the Depression gave Canada. The central Government took it upon itself to prevent the cycle of boom and depression from ever again reaching such depths by adopting the philosophy that through public works, unemployment insurance, and other funds, the purchasing power of the consumer must be maintained at a sufficient level to ensure a market for goods produced.</p>	Depression	<p>Student Discussion (Perhaps 5):</p> <ol style="list-style-type: none"> 1) What effect did the Depression have on Western Canada? Personal, social, economic? <p>Class Debate:</p> <ol style="list-style-type: none"> 1) Is Alberta the Bible Belt of Canada? 2) J. S. Woodsworth was not a good politician because, like many of his agrarian forebears, he did not fully adhere to the philosophy that "Politics is the art of the possible." 3) "Aberhart's success during the Depression was due to his religious movement." 4) "Aberhart's success during the Depression was due to his grasping of the fundamental secret of politics: the understanding of the mind of the common faceless Canadian." 	<p>Neatby, <u>Politics of Chaos</u></p> <p>Long, <u>Dreams, Dust and Depression</u></p>
<p>New Western Separatist parties spring into existence on occasion since Ontario Labour has gained a dominant position in the New Democratic Party, and the Social Credit has disappeared as a governing body in Western Canada.</p>	Western Separatism Today	<p>Teacher Presentation:</p> <ol style="list-style-type: none"> 1) Resume of Western Canadian Separatist Party since the era of Diefenbaker. 2) Effect of Energy Crisis (1974) on position of the West in Canada. 3) Although Western Canada may feel alienated from Eastern business interests and Eastern based political parties, does this mean we are alienated from Canada? 	<p>Current sources: Magazine articles, newspaper accounts.</p>

GENERALIZATIONS	CONCEPTS	SUGGESTED ACTIVITIES	RESOURCES
<p>12. <u>THE WESTERN CANADIAN MYSTIQUE</u></p> <p>Western Canadians are more than a mixture of alienated, ethnic-isolated religious sects. What bonds unite us? Is Western Canada nothing but a geographical expression?</p>	<p>Western Canadian Identity</p> <p>Mystique</p>	<p>Questions for Discussion:</p> <ol style="list-style-type: none"> 1) How does the literature of a region reflect the spirit of the people? 2) If this is fiction, and does not deal with factual accounts, is it a valid reflection? 3) What does it mean to be a Western Canadian? 4) Is there provincialism in Western Canada? i.e. Do Saskatchewan people share characteristics different from those of Albertans, British Columbians or Manitobans? 5) What effects of our environment do we display in our Western Canadian identity (both our cultural and physical environment)? Can each ethnic group feel proud of its contribution to a vibrant society? 6) Is the West more exciting, progressive than the East because of its diverse ethnic make-up? 7) Does "Western" music reflect our society? Is there such a thing as "Eastern" music? 	<p>Mitchell, <u>Who Has Seen the Wind?</u></p> <p>Wiebe, <u>Stories from Western Canada</u></p> <p>Stanley, "The Western Canadian Mystique?" in Gagan, <u>Prairie Perspectives</u> (Effect of the environment on Western Canadians)</p> <p>Roy, <u>Where Nests the Water Hen</u></p> <p>Grove, <u>Fruits of the Earth</u></p> <p>Stead, <u>Neighbours</u></p> <p>Stead, <u>Grain</u></p> <p>Harker, <u>Goldenrod</u></p>

APPENDIX: ADDITIONAL RESOURCES

A. Students' Primary Reference

Hill, D. Opening of the Canadian West. (Longman, 1972).

B. Teacher References

While the modular unit plan identifies a number of sources, the following should be adequate in most instances.

Gagan, David (ed.). Prairie Perspectives. (Holt, Rinehart, Winston, 1970). PB \$ 2.40

*MacEwan, Grant. Between the Red and the Rockies. (U. of T., 1952). PB \$ 2.60

Rich, E. E. The Fur Trade and the Northwest to 1857. \$10.00
(McClelland and Stewart, 1967).

*Swainson, Donald. Historical Essays on the Prairie Provinces. PB \$ 2.85
(McClelland and Stewart, 1970).

*Both of these would be useful for student research and making five copies of each available might prove advantageous.

C. General References: Any of the following would be useful:

Careless, J. M. Canada: A Story of Challenge. Rev. Ed. (St. Martin, 1963). PB \$ 4.25

Cashman, A. An Illustrated History of Western Canada. (Hurtig, 1971). \$12.30

Curriculum Resource Books Series - A most valuable, inexpensive series of sample studies (i.e. collections of selected sources) published by McClelland and Stewart, under general supervision of N.E. Cottingham, University of British Columbia. 27 titles are now available, many edited by Western Canadian writers, including the following: The Prairie, Saskatchewan, Canada's Pacific Province, Adolescent in Society, Indians in Translation.

PB indicates paperback. All prices subject to change without notice.

Holmgren, E. <u>2,000 Place Names of Alberta.</u> (Modern Press, Saskatoon, 1972).	\$ 7.00
MacGregor, J. G. <u>A History of Alberta.</u> (Hurtig, 1972).	\$10.00
Morton, W. L. <u>The Kingdom of Canada.</u> 2nd Ed. (McClelland and Stewart, 1969).	\$ 8.50
Rasky, Frank. <u>The Taming of the Canadian West.</u> Text Ed. (McClelland and Stewart, 1967).	
Reid, J. H. S. <u>A Sourcebook of Canadian History.</u> (Longman, 1964).	
Story, Norah. <u>The Oxford Companion to Canadian History and Literature.</u> (Oxford University Press, 1967).	\$18.50
Wallace, S. <u>The Macmillan Dictionary of Canadian Biography.</u> 3rd. Ed. (Macmillan, 1963).	\$20.00

D. Periodicals

Alberta History, published by Alberta Historical Society, Box 4035, Station C, Calgary, Alberta. Free with \$4.00 membership in society.

The Beaver, published by Hudson's Bay Company, 77 Main Street, Winnipeg \$ 3.00

Heritage, published by Alberta Culture, 11th Floor, CN Tower, Edmonton, Alberta. Free

E. Bibliographies

Extensive lists of works on Western Canada may be found in the following:

Alberta Education, Resource Materials for Secondary Social Studies, 1975.

Alberta Library Review, Summer 1973. Lists some 110 works on the NWMP and the RCMP, including articles, books, novels, audiotapes, videotapes, and slides.

Peel, Bruce. A Bibliography of the Prairie Provinces to 1953 2nd Ed. (University of Toronto, 1972). \$45.00

F. Selected Additional Sources Which Can be Used for Main Topics

1. Overview

Cashman, A. The Opening of the Canadian West. Three part sound-filmstrip program, with study guide and bibliography. Available from SEE, HEAR, NOW, 1870 Birchmount Road, Scarborough, Ontario M1P 2J7.

2. Indian Pioneers

Dempsey, H. A Blackfoot Winter Count. (Glenbow Alberta Institute, 1966). \$.75
See Teachers' Guide for other titles in series.

Dempsey, H. Crowfoot, Chief of the Blackfeet. (Hurtig, 1972). \$ 8.50

Driver, Harold. Indians of North America. (U of T., 1961).
A description and interpretation of Native cultures.

Imperial Oil Portfolio #5, Indians of Canada. Available at Imperial Oil Ltd., 111 St. Clair Ave. W, Toronto 7, Ontario or Public Affairs Department, Imperial Oil Ltd., P. O. Box 2356, Edmonton, Alberta

Jenness, D. Indian Tribes of Canada. (Ryerson, Toronto, 1966).

Josephy, Alvin M. J. The Indian Heritage of America. (Bantam, 1968). PB \$ 1.65

Leechman, D. Native Tribes of Canada. (Gage, 1956). \$ 5.45

Macdonald, Robert. The Romance of Canadian History. Vol. I. \$17.95
Ballantrae Foundation, Drawer 1420, Calgary.

Turner, C.F. Across the Medicine Line. (McClelland & Stewart, 1973). \$ 8.95
Sitting Bull and the NWMP.

Walsh, G. Indians in Transition. (McClelland and Stewart, 1971). \$ 2.95

3. Fur Trade and Exploration:

- Bryce, G. The Remarkable History of the Hudson's Bay Company. \$21.00
(B. Franklin, 1968). Originally published in 1900.
- Campbell, M. The Nor Westers: The Fight for the Fur Trade. \$ 3.25
(Macmillan Great Stories of Canada Series).
- Campbell, M. The North West Company. (Macmillan, 1957). \$ 5.00
- Gray, John Morgan. Lord Selkirk of Red River. (Macmillan, 1963).
- Hamelin, J. Canada: A Geographical Perspective. (Wiley Publishers, \$ 7.95
Toronto, 1973).
- Imperial Oil Portfolios #1 - 4. (Imperial Oil Ltd., 111 St. Clair Avenue,
West, Toronto, Ontario). Excellent, in-depth, brief sketches of
explorers, discoverers and Indians.
- #1. Explorers and Discoverers in Canada 1497-1763
 - #2. Explorers and Discoverers in Canada 1763-1911
 - #3. The Story of the Early Settlers
 - #4. Canada's Indians
- Innis, H.A. The Fur Trade in Canada. (Yale Univ. Press, 1962). PB \$ 3.50
- Lamb, W. Kaye. The Journals and Letters of Sir Alexander Mackenzie.
(Macmillan, 1970). \$25.00
- MacGregor, J.G. Behold the Shining Mountains. (Inst. of Applied Arts, \$ 2.75
1954).
- Morton, A.S. The History of the Canadian West to 1870-71. \$25.00
Rev. Ed. (University of Toronto, 1972).
- Rich, E.E. The Hudson's Bay Company, 1670-1870. 2 Vols.
(Hudson Bay Record Society, 1958).
Only available through private subscription.

- Sheppe, W. First Man West. (University of California Press, 1962). \$ 7.50
Alexander Mackenzie's Journal.
- Tyrrell, J.B. (ed.). David Thompson's Narrative of His Explorations in Western America, 1784-1812. Reprint of 1916 edition. (Greenwood). \$43.75
- Wilson, C. The Adventurers from the Bay: Men of the Hudson Bay Company. (Macmillan Great Stories of Canada Series). \$ 3.25
- Woodcock, George. The Hudson's Bay Company. (Macmillan, 1970). \$ 4.95
4. Impact of the U.S. on Western Canada
- The Beaver, Summer 1970, Vol. 301, p. 39.
"Canoe Executive", sketch of personality of George Simpson,
by K. Tessendorf
- Haig-Brown, Roderick, Fur and Gold. (Canadian Pageant Series, Longman, 1962)
Story of Douglas and the Gold Rush.
- Morton, W. L. The West and Confederation, 1857-1871. (Canadian Historical Assoc., 1968). \$ 3.50
- Ormsby, Margaret. British Columbia: A History. (Macmillan, 1958). \$12.00
5. Culture Contact
- Books
- Anderson, F.W. The Rebellion of 1885. (Frontier Books). \$ 1.00
- Anderson, F.W. The Rum Runners. (Frontier Books). \$ 1.25
- Bowsfield, H. Louis Riel: Rebel of the Western Frontier or Victim of Politics and Prejudice? (Copp, 1969). Collection of documents, speeches, medical reports. PB \$ 4.75

<u>Canadian Vignettes.</u> (Burns & MacEachern)	
Shows interesting accounts of dramatic, colourful events in Canadian history.	
FitzGeorge-Parker, Ann. <u>Gold Rush Justice.</u> 1968.	\$ 1.00
Miller, Edward R. <u>Ned McGowan's War.</u> 1968.	\$ 1.00
Scott, Irene G. <u>The Trek of the Overlanders</u> 1968.	\$ 1.00
Shipley, Nan. <u>Almighty Voice and the Red Coats.</u> 1967.	\$ 1.00
<u>Inspector Walsh.</u> 1967.	\$ 1.00
<u>Marquis Wheat</u> 1967.	\$ 1.00
<u>Sitting Bull.</u> 1967.	\$ 1.00
Cardinal, Harold. <u>The Unjust Society.</u> (Hurtig, Edmonton, 1969).	\$.75
Chalmers, J. W. <u>Red River Adventure: The Story of the Selkirk Settlers.</u> (Macmillan, 1956).	\$ 4.95
<u>Great Stories of Canada</u> Series.	
Dempsey, H. <u>Crowfoot: Chief of the Blackfoot.</u> (Hurtig, 1972).	\$ 8.95
Dempsey, H. <u>Jerry Potts, Plainsman.</u> (Glenbow, 1966).	\$.75
Denny, C.E. <u>The Law Marches West.</u> (J. M. Dent & Sons, 1939). Reprint.	PB \$ 4.50
Gray, John Morgan. <u>Lord Selkirk of Red River.</u> (Macmillan, 1963).	\$ 6.50
Howard, Joseph K. <u>Strange Empire: Louis Riel and the Metis People.</u> (James Lorimer, 1974).	\$ 5.95
Imperial Oil Portfolio #5. (See listing in section #3 above)	
Kane, Paul. <u>Wanderings of an Artist.</u> (Hurtig, 1968).	\$ 8.50
Longstreth, T.M. <u>The Scarlet Force.</u> (Macmillan, 1974). <u>Great Stories of Canada</u> Series.	\$ 2.95
McDougall, J. <u>Opening of the Great West.</u> (Glenbow, 1970).	\$ 1.00

- Morris, A.G. Treaties of Canada with the Indians of Manitoba and the North West Territories. (Coles, 1971). Canadian reprint.
- Morton, W. L. Manitoba: A History. 2nd Edition. (U. of T., 1967). PB \$ 3.95
- Phelan, Josephine. The Bold Heart: The Story of Father Lacombe. (Macmillan, 1956) Great Stories of Canada Series.
- Shipley, Nan. The James Evans Story. (Ryerson Press, 1966).
The story of the missionary who developed a Cree syllabic alphabet and translated the Bible for their use.
- Slobodin, R. Metis of the Mackenzie District. (Canadian Research for Anthropology, St. Paul University, Ottawa, 1968).
- Sluman, N. Poundmaker. (Ryerson, 1967). \$ 5.95
- Stanley, G. F. G. The Birth of Western Canada: A History of the Riel Rebellions. (U. of T., 1961). PB \$ 4.95
- Stanley, G. F. G. Louis Riel. (Ryerson Press, 1963). \$ 4.50
- Stanley, G. F. G. Louis Riel: Patriot or Rebel. (C.H.A. Booklet No. 2, 1965). \$.50
- Turner, C. Frank. Across The Medicine Line. (McClelland, 1973). \$10.00
Sitting Bull confronts the N.W.M.P.
- Turner, John. The North-West Mounted Police, 1873-1893. 2 Vols. (Ottawa, Queens Printer).
- Walsh, G. Indians in Transition. (McClelland and Stewart, 1971). \$ 2.95

Audio-Visual Materials

Canadian Social Science Services, 13202 - 85 St., Edmonton.
Multi-Media Kits (Inquiry), each containing 30 student booklets, teacher edition, dramatic tape recordings, slides, readings, on the following topics:

1. The Frank Slide (\$18.00)
2. Whiskey Trader (\$25.00)
3. March West (\$25.00)
4. Man in Scarlet (Activities of N.W.M.P., 1874-1970) (\$35.00)

Harry Smith and Sons, 1150 Homer St., Vancouver.
10 color slides on Louis Riel.

Jackdaw Kits (Clarke-Irwin)
Facsimiles of documents - Louis Riel, Selkirk.

\$ 2.50 each

6. Immigration and Settlement:

Books

Berton, Pierre. Klondike: The Last Great Gold Rush
1896-1899. (McClelland & Stewart).

\$10.00

Blishen, Bernard T., et al (ed.). Canadian Society:
Sociological Perspectives. (Macmillan, 1968).

\$ 9.95

Canadian Family Tree. (Canada, 1967).

\$ 3.00

Carmer. Farm Boy and the Angel. (Doubleday, 1970). Mormons.

\$ 5.95

Epp, R. Mennonite Exodus: The Rescue and Resettlement of the
Russian Mennonites Since the Communist Revolution. (Manitoba, 1962).

\$ 6.95

Gellner, J. The Czechs and Slovaks in Canada. (U. of T., 1968).

\$15.00

Kaye, V. Early Ukrainian Settlements in Canada, 1895-1900.
(U. of T. Press, 1964). Dr. Joseph Oleskow's role in the
settlement of the Canadian Northwest.

\$12.50

Kelly, L.U. North With Peace River Jim. (Glenbow, 1972).

\$ 1.00

LaViolette, F. E. "The Japanese Canadians," Behind the Headlines.
(Canadian Institute of International Affairs, Toronto, 1946).

MacGregor, Vilni Zemli (Free Land) (McClelland and Stewart, 1969).

- Mann, W. Sect, Cult and Church in Alberta. (U. of T., 1955). PB \$ 3.50
- Mann, W.E. (ed.). Canada: A Sociological Profile. \$ 5.00
(Copp Clarke, 1968).
- Palmer, Howard. Land of the Second Chance. (Lethbridge Herald, 1972). PB \$ 3.00
- Porter, John. The Vertical Mosaic. (U. of T. Press, 1965). An PB \$ 6.00
analysis of social class and power in Canada.
- Alberta Government Select Committee of the Assembly. Report on Communal Property, 1972. (Hutterites).
- Richmond, A.H. Post-War Immigrants in Canada. (U. of T., 1967). \$10.00
- Tarasoff, K. A Pictorial History of the Doukhobors. (Prairie Books, \$12.50
Saskatoon, 1969).
- Toews, J. Lost Fatherland. (Herald Press). A study in Mennonite
and Anabaptist history. \$ 6.95
- Woodcock, G. The Doukhobors. (Oxford University Press, 1968). \$ 7.50
- Young, Walter. Democracy and Discontent. (McGraw, 1969). \$ 2.95

Audio-Visual

- Harry Smith and Sons, 1150 Homer St., Vancouver. \$ 4.00
10 colour slides on Settlement of the West.

7. The Canadian Pacific Railway

Books

- Berton, P. The National Dream, 1871-1881. (McClelland and Stewart, 1970). \$10.00
- Berton, P. The Last Spike, 1881-1885. (McClelland and Stewart, 1971). \$10.00

Gibbon, John Murray. The Romantic History of the Canadian Pacific.
(New York: Tudor Publishing Company, 1937).

Audio-Visual

Canadian Social Sciences Services, 13202 - 85 St., Edmonton
Multi-Media Inquiry Kit: What Were the Reasons for the
Building of the C.P.R.?
Contains teacher edition, dramatic tape recording, slides,
readings, student booklets. \$45.00
Jackdaw (Clarke-Irwin)
Kit: Building the C.P.R. \$ 2.50

8. Responsible Government and Provincial Autonomy

Ormsby, Margaret. British Columbia: A History. (Macmillan, 1958). \$12.00
Morton, W. L. Manitoba: A History. (U. of T., 1967). PB \$ 5.00
Thomas, L. G. The Liberal Party in Alberta: A History of Politics in
the Province of Alberta 1905-1921. (U. of T.). \$ 7.50
Thomas, L. H. The Struggle for Responsible Government in the North-
western Territories, 1870-1897. (U. of T., 1956).

9. Western Alienation

Allan, Richard. The Social Passion: Religion and Social Reform in
Canada, 1914-28. (U. of T. Press, 1971).
Barr, J. and Anderson. The Unfinished Revolt. (McClelland, 1971). \$ 4.95
Some views on Western independence.
McNaught, K. A Prophet in Politics. (U. of T., 1959).
Morton, W. L. The Progressive Party in Canada. (U. of T., 1967). \$ 3.50
Roselle. A World History. (Ginn, 1963).

Sharp, Paul. The Agrarian Revolt in Western Canada. (Octagon, 1971). Reprint of 1948 edition. \$10.00

Young, Walter. Democracy and Discontent. (McGraw, 1969). \$ 2.95

10. The Social Gospel:

Allen, Richard. The Social Passion: Religion and Social Reform in Canada, 1914-28. (U. of T., Press, 1971). PB \$ 5.00
Discusses the Social Gospel and its relationship to the West.

McNaught, K. A Prophet in Politics. (U. of T., 1959). PB \$ 2.95
A biography of J. S. Woodsworth.

Woodsworth, J. S. Strangers Within Our Gates. (U. of T., 1972), and
My Neighbour: A Study of City Conditions, A Plan for Social Services.
(U. of T., 1972).

11. Depression and Western Political Response

Gray, J. H. The Winter Years: The Depression on the Prairies. \$.85
(U. of T., 1966).

Irving, J. The Social Credit Movement in Alberta. \$ 3.50
(U. of T., 1959).

Johnson and MacNutt. Aberhart of Alberta. (Inst. of Applied
Art, Edmonton).

Neatby, H. Blair. Politics of Chaos (Canada in the Thirties). \$ 3.75
(Macmillan, 1972).

Young, Walter. Democracy and Discontent. (McGraw, 1969).

Magazine Articles on Aberhart, available from Glenbow Foundation.
"Aberhart - Mighty Evangelist," Montreal Standard, April 6, 1940.
Davenport, Walter, "Milk and Honey Ltd. or Another Paradise Lost,"
Collier's. January 25, 1936.

12. Western Canadian Mystique

Alberta School Library Review, Summer, 1973.

Excellent summary of fiction regions of Canada.

- *Grove, Frederick. Fruits of the Earth. (McClelland, 1965). PB \$ 1.95
- Harker, Herbert. Goldenrod. (New American Library, 1973.) PB \$ 1.25
- Morton, W. L. Canadian Identity. 2nd ed. (U. of Wisconsin, 1972). PB \$ 2.95
- *Mitchell, W. O. Who Has Seen the Wind. (Macmillan, 1961). PB \$ 2.10
- *Roy, Gabrielle. Where Nests the Water Hen. (McClelland, 1961). PB \$ 1.95
- Stanley, G. "Western Canadian Mystique" in Gagan,
Prairie Perspectives. (Holt, Rinehart, Winston, 1970).
- *Stead, R. J. C. Grain. (McClelland, 1963). PB \$ 1.95
- *Wiebe, Rudy. The Temptations of Big Bear. (McClelland and
Stewart, 1973). \$ 8.95
- *Wiebe, Rudy. Stories From Western Canada. (Macmillan, 1972). PB \$ 2.50
- Words Unlimited Writers' Group. Alberta Writers Speak.
Published annually.

*Fiction

ACKNOWLEDGEMENT

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A. Introduction

History is a study of the record of the past with a goal of gaining insights into the events of the present. History, then, is really about the present. If it is important that Canadians should take action on issues of national concern, and if it is true that understanding a current problem is not fully possible without understanding the past, then it must be concluded that the study of our history is of vital importance to our national destiny. In addition to the acquisition of knowledge, Canadian history should teach students to think systematically and to generalize from given data. Since our society and others throughout the world are constantly faced with serious social problems which involve the clash of interests, students need to acquire skill in dealing with such conflicts. The problems approach to Canadian history will encourage the basis for developing this skill.

B. Objectives

Cognitive Skills Summarized	Consistent with the above rationale, the objectives of the Canadian History course place high priority on the development of cognitive skills that enable the student to deal with historical and contemporary social problems. Students should be able to:
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- A. Recognize an historical problem.
- B. Define historical terms.
- C. Develop hypotheses from data.
- D. Determine reliability of evidence.¹

Students may select criteria for testing reliability of data that are similar to these:

- a. The observer's familiarity with the event being described.
- b. The objectivity of the observer.
- c. The extent to which the observation was direct or indirect.

¹Bryan G. Massialas and Jack Zevin, World History Through Inquiry. Teacher's Manual. (Chicago: Rand McNally, 1969).

- d. The amount of time which has passed between the observation and the writing of the account.
- e. The extent to which the author was influenced by a special interest, such as financial reward or personal hatred.
- f. The extent to which the ideas and information are consistent and non-contradictory.
- g. The extent to which other documents and research support the content of the document in question.

Documents may provide a variety of problems that include:

1. Exaggeration - A student is asked to separate myth (sensational statements) from reality.
2. Contradictions in fact - When conflict arises, various participants produce different, often contradictory accounts. These accounts may vary in fact or in interpretation or both.

Students are asked to analyze each document individually and then compare them.

Procedure after reading each document

- a. What event or person is described in each reading?
- b. What do the statements have in common?
- c. What evidence does each author give for his point of view?
- d. Which of the statements is more accurate, honest and trustworthy? How do you decide this?

At this point, students may gather in small groups of three to five to consider the following questions:

- a. Taking everybody's suggestions into account, list all the standards of judgement used in determining trustworthiness of statements.
- b. Which standards do you think are best for judging trustworthiness of statements?
- c. In general, what kinds of statements, writings, documents or reports are most reliable? Which seems to be the least reliable?

3. Conflict of values

Students should learn to differentiate between an expression of opinion and propaganda which aims to change the public's opinion. Writers may agree on the facts of a dispute, but each differs in his interpretation, thus reflecting his values.

4. Cultural bias

Students are asked to detect ethnocentrism, a culturally distorted view of the beliefs of other people. This exists when one interprets or judges another culture by the standards and practices of one's own.

To detect cultural bias in an author's description of a society other than his own, one should notice whether he:

- a. Relies on opinions rather than facts
- b. Takes into account observations other than his own
- c. Chiefly examines both primary and secondary evidence other than his own
- d. Clearly states his own biases

- e. Immerses himself in the culture he is studying
- f. Avoids quick moral judgements about life in the other culture.

5. Stereotyping

Stereotyping is a form of cultural bias, the process of applying fixed concepts concerning what a group of people are like and transmitting them to future generations. These fixed concepts are generally negative and may cause certain groups to be given inferior positions in a society. A stereotype may have little or no basis in fact.

Students should be encouraged to identify stereotyping and its effects on the people.

- E. Analyze, criticize and evaluate interpretations of historians and draw conclusions after weighing different interpretations.
- F. Analyze, criticize and evaluate historical sources and draw conclusions from primary source materials.
- G. Write about a particular event after carefully evaluating sources of information.
- H. Apply a study model to an historical event.

Categories
of Knowledge
Content

The data to be used to develop cognitive skills might be drawn from all available resources that relate to the history of Canada. Such data include:

- A. Knowledge of specific terminology and facts.
- B. Knowledge of ways and means of dealing with historical problems.
This should include the problem solving method:
 - 1. Recognizing a problem from the data
 - 2. Formulating hypotheses

3. Recognizing the implications of hypotheses
 4. Gathering data
 5. Analyzing, gathering and interpreting data
 6. Evaluating hypotheses in light of data.
- C. Knowledge of concepts and generalizations.

History does not produce analytical concepts as the social sciences do. It uses concepts from other disciplines to give integrated descriptions of unique times, events and places. The concepts and generalizations listed below are concerned with history more as a method or process rather than substantive concepts described for other disciplines.

Concepts²

1. Cause and effect relationships:
Historians agree that events have causes. The task of the historian is to determine the causal factors and their inter-relationships, to present an integrated interpretation of an event. Because there is a great difficulty in determining relevant facts, however, the interpretation of cause-and-effect relationships by various historians is more personalized and artistic than other disciplines.
2. Multiple causation:
No single event in history can be understood as a product of a single cause. Even when historians work from the intellectual position of some unifying theory or philosophy - economic determinism, Marxism, social determinism, etc. - they still attempt to determine all of the causes for an event. The inherent problem of all history is impossible, since the data are incomplete and since historians' abilities are limited by such affective phenomena as frame of reference, bias, and vested interest even when they are being objective in their approach.

²Clinton E. Boutwell, Getting It All Together. (Son Rafael, Calif.: Leswing Press, 1972). pp. 278-9.

3. Change:

Basic to historical understanding is the notion that events do not occur in stasis but in an unending flow of events. Events, then, must be studied as points in a continuum and not as isolates.

4. Uncertainty:

One of the greatest rewards from the study of history is the sense of humility to be gained. As one looks at the immensity of data and the problems of interpretation, as one looks especially at the facile attempts to develop some grand theory which will explain all human events in scientific ways, one realizes the inability of man to always explain in a rational way the behaviour of men, past or present. The task of explanation of human behaviour must always be within the context of uncertainty; one must never become so arrogant that he feels that he has "the" answer to a problem. The best humans can do at present is to have more logical answers to problems, not single answers. History is the best way to learn that affective dimension to rational thinking.

Generalizations:³

Possible generalizations about interpreting and writing history:

1. If people are closely connected with an event, their view of the event might be somewhat distorted.
2. If one is emotionally attached to a group of people, he will favour his own group.
3. If one wants a fair report of a conflict, he should obtain information from persons not directly involved.
4. If one wants to write fair or objective history, one must observe rules such as these:
 - a. Obtain about the event as much information as possible that has a variety of viewpoints.

³Byron G. Massialas and Jack Zevin, World History Through Inquiry. (Chicago: Rand McNally, 1969). pp. 67-8.

- b. Compare sources to establish the points of agreements and disagreements.
- c. When sources disagree, accept the version of a trained scholar not directly involved in the dispute.
- d. Be aware of your own biases and make them clear to a reader.
- e. Make only temporary generalizations if the facts of the case are incomplete or in dispute.
- f. If several accounts of an event are available, accept the one that seems to be least emotional.

Knowledge of specific terminology and facts should serve as a basis for dealing with historical and social problems and understanding concepts and generalizations from the various disciplines.

Social Skills

Knowledge of ways and means of dealing with historical problems should also include the ability to:

- A. Interpret the feelings and ideas of others.
- B. Respond to the feelings and ideas of others appropriate to the occasion.
- C. Express one's feelings and ideas to others.
- D. Co-operate with others, though not to the extent of compromising basic values.

The preceding statements of objectives offer only a general indication of the processes and content of learning opportunities in history. More detailed planning of learning opportunities is the responsibility of each teacher and class. All learning opportunities should be consistent with the objectives outlined above, whether the learning opportunity arises from a structured situation or in connection with an individual study.

C. Evaluation

Each teacher will decide the best methods of evaluating student progress in the light of the objectives the teacher and the students hope to achieve. The following comments, therefore, will serve as suggestions only.

Two questions that might be asked of each evaluative technique are:

1. Does it place an emphasis on basic concepts and generalizations?
2. Does it reflect objectives which are firmly and clearly understood by students?

FACTS: Generally, questions calling for particular facts as answers are of limited value. When facts are used they should be limited to those of high significance; that is, those affecting the directions events ultimately took. For example: Identify ten issues of national importance that arose in Canada between 1870 and 1935. Dates, events, names, and places are the vocabulary of history and should be treated as such in an examination.

CONCEPTS: Definitions of major concepts would appear to be valid in determining how well the subject is understood. How well the student elaborates and illustrates the concepts not only reveals a knowledge of facts but also indicates a grasp of facts that are significant and relevant to the concept. For instance: "Define 'responsible government' and illustrate its application to the Republicans of 1837."

GENERALIZATIONS: Generalizations could be stated as they appear in the curriculum guide, or in a different form, or as a question. Students could be asked to defend or reject the generalization. Their use of evidence would reveal their knowledge of facts, their comprehension of concepts, and their ability to think logically. For example: "The Government of the day made a sincere effort to handle the issue of Indian lands in a humane way by adopting the Treaty system." Attack or defend this statement.

In conclusion, evaluation could include recall questions, some expanded definitions, and some tests of generalizations. The objective of improved writing and thinking is probably best achieved when these types of words are used in questions: analyze, compare, contrast, define,

assess, give the historical significance of, apply the theory of, show relationships or find patterns from diverse elements or events.

D. Introduction to Problems, Skills and Issues Charts

The following chart is presented to emphasize the relationship among content, skills and major historical understandings. The first column lists a number of historical episodes which could provide in-depth studies in Canadian history. The second column indicates a relevant study skill applicable in studying the problem. The third column shows the broader historical issue involved in the study of the problem.

These suggested problems in Canadian history do not represent a complete or lock-step list. Nor does the suggested skill involved with each problem represent in any way a complete inventory of the skills which may be associated with the development of that particular inquiry. Further, the suggested chronology does not necessarily represent a hard and fast application, but is given rather as a point of reference. It is hoped that with each inquiry problem the instructor will maintain a balance between the acquisition of knowledge about Canadian history, the development of skills, and an understanding of the broader historical issues.

Thirteen of the twenty-five suggested problems have been more fully developed with suggested teaching strategies, and recommended resource materials. The problems developed have been starred in the first chart and included in succeeding pages.

It is recommended:

- That students and teachers attempt to examine only a selected number of the problems.
- That students and teachers feel free to add and develop further inquiry problems.
- That the skills applicable to each inquiry problem be regarded as basic learning objectives.
- That each instructor experiment with a variety of teaching strategies.

CURRICULUM GUIDE
FOR
HISTORY OPTIONS
IN THE
SENIOR HIGH SCHOOL

E. Problems, Skills and Issues Chart

TIME LINE	PROBLEMS	SKILLS	ISSUE
	<p>*1. <u>What is History?</u></p> <p>The purpose of this unit is to introduce the student to the discipline of history. In examining the historical process, the student will discover what the historian does, the questions he asks, and the tools he uses.</p>	How to draw conclusions from historical data.	The nature of history.
	<p>*2. <u>Geography Sets the Stage: How Have Geographical Factors Influenced Canada's History?</u></p> <p>Canada is a vast land-mass, over three thousand miles wide, extending from the temperate climate of the Great Lakes to the coldest Arctic regions. Is mere size a virtue? Or, does it raise problems in the country's development? Canada has been affected by its geography. There is so much of it. Few lands are as sprawling and spread out as Canada, composed of different geographic regions with natural barriers between them. Canadian history is largely a struggle to build a nation in the face of these stern geographic difficulties. The question here is to determine the nature of that struggle. How have geographical factors influenced Canada's history?</p>	Drawing conclusions from geographical data.	The relationship of geography to society.
Early Foundation to 1815	<p>*3. <u>Native People: Enemy or Ally?</u></p> <p>The interaction of Indian and white societies presents an interesting study in cultural contact and the resulting cooperation and conflict. The white man learned a great deal from the Indian society and initially was very dependent upon the Indian in adapting to a hostile environment. On the other hand, the coming of the European sooner or later spelled disruption for Indian society. Why? The white man's account of Indian-white interaction is well-known. But, today, Indian accounts, giving a different interpretation of this interaction, are fast becoming available to us. The question remains, "Where does the truth lie? Were the Native people enemies or allies?"</p>	Weighing different interpretations.	Technology and cultural change.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	<p>4. <u>Canada: Liability or Asset?</u></p> <p>What was Canada's value? According to Voltaire, Canada was "a few acres of snow." While Canada might produce a few beaver pelts, many French officials regarded New France as a burden to the finances of the Royal Treasury. To another group, New France was not only a potentially significant market and valuable source of raw materials but also a bulwark against English expansion in North America. Which view was the more far-sighted? This is a question deserving of considerable inquiry.</p>	Drawing conclusions from documents weighing different interpretations.	The significance of Colonial foreign policy.
	<p>*5. <u>Freedom in New France: What Was Its Nature?</u></p> <p>How did the government of New France act towards its citizens? What liberties did the colonists enjoy? According to some historians, the government of New France was a reflection of Louis XIV's despotic regime, where citizens had few liberties and were dominated by a small number of bureaucratic Royal officials. The only avenue to freedom lay in the frontier where carefree and brave souls could escape government policy. Other historians have argued that the Royal regime was a benign authority which maintained order and protected the weak. This school of thought also claims that citizens exercised considerable influence on decisions through the Sovereign Council, the Merchant assemblies, and the local meetings. What kind of society had been created along the St. Lawrence?</p>	Reinterpreting historical movement.	The Frontier thesis.
	<p>6. <u>The Seigniorial Regime: Essential or Irrelevant Institution?</u></p> <p>While it may be simple to reconstruct the seigniorial regime as it existed in theory, it is much more difficult to determine its actual impact on New France. Was the seigniorial system the basic unit of settlement and economic activity in New France or did it have little impact? Indeed, if the seigniorial regime had not existed, would the development of New France have been really different? Historians have debated this question quite extensively and, as yet, have not reached a consensus.</p>	Judging interpretations using new evidence in historical interpretations.	The nature of an economic social system: the tradition vs. revisionist view.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	<p>7. <u>The British Conquest: Blessing or Catastrophe?</u></p> <p>What were the effects of the surrender of New France to the British? Some historians claim that the conquest was a catastrophe that shattered French Canadian society. This group argues that before 1760 New France was a flourishing society which offered French Canadians prosperity and opportunity for advancement in the French Empire. On the other hand, it is argued that New France was a backward, floundering colony lacking in strong native institutions until political and economic power was transferred to the English. A third view of the conquest believes that the British victory threatened French Canadian society but the community closed ranks and survived. This complexity of views is a good example of how historians research a problem and how factors such as time, personality, and interest influence their approach.</p>	Establishing criteria for historical judgement.	The significance of a peace settlement.
	<p>8. <u>The Quebec Act: Generosity or Self-Interest?</u></p> <p>The Quebec Act marked a crucial decision in Canada's development. Would there be one Canada or two? With the acquisition of New France, British leaders had to face an important issue: Should the French Canadians be assimilated or should they be left as a distinct group within the British Empire? Such a decision was basic to the future development of Canada. The Quebec Act also raised other problems. Was it an example of British statesmanship or was it, as many Americans claimed, a sinister plot designed to destroy liberty in North America?</p>	Drawing conclusions from source material.	The effect of the law on society.
	<p>*9. <u>The War of 1812: Win, Loss or Draw?</u></p> <p>It is fascinating to try to determine who really did win the war of 1812 between Canada and the United States. Canadian students can be excused if they seem puzzled when the United States claims it never lost a war, because to them the War of 1812 was a splendid Canadian victory. After all, with Britain busy in Europe, didn't the Canadians have to defend their country pretty well on their own? Didn't 460 hearty French-Canadian</p>	Weighing different historical interpretations.	The relationship between war and national identity.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	farmers and backwoodsmen turn back an army of 7,500 Americans advancing on Montreal? Didn't the Lieutenant-Governor of Upper Canada himself beat General Hull at Detroit one day and then race across Southern Ontario to stop the Americans at Queenstown Heights virtually the next? Didn't Laura Secord lead her cow through the entire American army to get a chocolate shop named after her?		
Emergence from Colonialism: 1815-1849.	<p>*10. <u>Events of 1837: Reform or Rebellion?</u></p> <p>The rebellions of 1837 raise some interesting questions. Had Britain failed to learn the lessons of the American Revolution? Why did the course of colonial development turn from political evolution to the channel of revolution? What was the nature of the eruptions in Upper and Lower Canada? Do the events of 1837 follow the classical pattern of revolution as outlined by Crane Brinton in <u>The Anatomy of Revolution</u>?</p>	Application of a model to an historical event.	The pattern of revolution.
	<p>11. <u>Responsible Government: Political Principle or Political Patronage?</u></p> <p>What did the colonial reformers mean by responsible government? Did French and English Canadians agree on a common definition? What was the reaction of the British to the demand for responsible government? Some historians have lauded the reformers by picturing their efforts as a sincere attempt to place local matters in colonial hands. Other thinkers have more cynically stated that the demand for responsible government represented an effort to acquire the spoils of office for reformers.</p>	Defining an historical term.	Development of political institutions.
Creation of a Nation 1849-1867.	<p>*12. <u>Life Style in Pioneer Canada: Hardships or Adventure?</u></p> <p>When the settlers arrived in Canada, they faced a new environment that required a new and different way of life. They had to cope with the cold with a new means of housing and new types of clothing and food. New farming techniques were established, new religious observances evolved and new family and community</p>	Judging documents in their cultural setting and/or judging a personalized account.	The relationship of geography to society.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	relationships developed.		
	<p>*13. <u>Confederation: Fate or Foresight?</u></p> <p>The idea of uniting Britain's remaining North American colonies did not originate with the Fathers of Confederation: it was almost as old as British rule in Canada. Prior to the 1860's however, circumstances did not favour serious efforts for implementing such a union. Why, then was such a scheme possible in 1867? Did the problem faced by Canada in 1867, such as political deadlock, economic conditions, the need for railways and fear of aggression from the United States naturally force the colonies to unite? Or, did the Fathers of Confederation, knowing what was best for Canada, drive Confederation to a completion?</p>	Interpreting and synthesizing data.	Immediate vs. long-range causes.
	<p>14. <u>Confederation: Unity or Diversity?</u></p> <p>The delegates to the Quebec Conference were satisfied their deliberations had been successful toward drawing up a new constitution. While it was one thing to draw up a new constitution, it was another to convince the various regional and minority groups that the new idea was worthy of support. This raises the question of why each "interest group" or individual was lead to support or oppose Confederation. It also raises the larger issue of unity and diversity resulting from the Confederation debates.</p>	Analyzing historical documents.	Theoretical basis of government.
Nation Building 1867-1896	<p>*15. <u>Sir John A. Macdonald: Event Maker?</u></p> <p>Sir John A. Macdonald (1815-1891), perhaps the most famous of all Canadian leaders, was an attractive and complex human being. His political career was unusually long, experiencing an impressive series of creative acts and bold adventures: Confederation, the Red River Resistance, the extension of Canada from sea to sea, the Pacific Scandal, the depression of the 1870's, the construction of the C.P.R., provincial rights agitation, and the North West Rebellion of 1885. "My experience," Macdonald once commented to a friend, "has been that when the directing mind is removed, things always go wrong." Is this the bluster of an</p>	Drawing conclusions from data.	The role of the individual in society.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	egotistical heavy drinker? Or did he indeed, shape the course of these events? Is it possible to understand the man without studying these great events of 19th century Canada or impossible to understand the events without studying the man?		
	<p>16. <u>National Policy: Success or Failure?</u></p> <p>The National Policy was enunciated by Prime Minister Sir John A. Macdonald in 1878 and his Minister of Railways and Canals, Sir Charles Tupper, in 1880. One definition of the National Policy links the attempt to stimulate industry through tariff protection with the development of east-west channels of communication, notably railway expansion, the settlement of the prairie West and the resultant development of national identity and feeling in Canada. If we accept this definition and pursue its development to the Laurier era in 1911, the question arises, 'Did the National Policy fulfill its aim? At what cost?'</p>	Judging historical documents and interpretations of historians.	Relationship of political institutions to society.
	<p>*17. <u>Louis Riel: Patriot or Rebel?</u></p> <p>A hundred years have passed since Louis Riel resisted Canada's attempt to extend the new Dominion westward to the Pacific. In that century the flow of contentious words never ceased. Now, as a subject of both drama and opera, the Metis leader has emerged as one of Western Canada's few genuine folk heroes. In 1885, he went to the gallows in Regina amid a fierce political and racial controversy, and after death continued to arouse the same passionate and often irrational response that had made him in his own day a patriot and a traitor, a martyr and a rebel, a saint and a madman. He remains an object of idolatory and damnation.</p>	Weighing different historical documents and interpretations.	The role of the individual in history.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	<p>18. <u>The Canadian Frontier: A Sense of Mission</u></p> <p>Canadians have tended to feel that Americans demonstrate incessant expansionism, that the Americans have shown a continuing commitment to progress and improvement and that they have continually expressed a peculiar affinity for their land in terms of expansionism and improvement. We have used various names like "Manifest Destiny" to describe the strange power the vastness of the land has exerted over the minds of American people. But the question that comes to mind is, "What about Canadians? Do we have a similar sense of mission?" Is it evident in Canada's past?</p>	Judging historical documents and interpretations of historians.	Cultural diffusion.
A Maturing Nation: 1896-1911	<p>*19. <u>The True Voice of French Canada: Laurier or Bourassa?</u></p> <p>Both Wilfrid Laurier and Henri Bourassa had a clear vision of how to bring about Canadian nationhood. With great stubbornness they struggled to persuade both French and English Canadians to accept their respective ideas. On many issues they were to clash, splitting not only the voters of Quebec but those of the nation. What were these issues? Where did each stand on the issues of French cultural rights and bi-culturalism, imperial defence and the British connection and the great debate of conscription? How were these two spokesmen different in personality and temperament and what part did this play in their careers? What has been the long range result of their stands, given the hindsight of today?</p>	Drawing conclusions from source material.	Cultural identity.
	<p>20. <u>Focus of Loyalty: Nation? Province? Empire?</u></p> <p>Canadians have been faced with a three-fold competition for their ultimate political loyalty. Unlike the Americans, they have never been forced to decide which loyalty takes precedence - the province, the nation or the "Empire". This situation is the result of the peaceful, evolutionary process of political integration that made it quite respectable for residents of Canada to profess loyalty to the source of</p>	Judging documents in their cultural setting.	The nature of loyalty.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	<p>Imperial authority which created Canada as well as to their colony-turned-province, or to Canada itself. Where should be the ultimate loyalty of Canadians? Various positions taken by individuals provide excellent data for this study.</p>		
A Nation on Trial:	<p>*21. <u>Conscription 1917: Needless or Necessary?</u></p> <p>Few events revealed the fragility of Canadian unity so dramatically as the conscription crisis of 1917. Canada had entered the Great War enthusiastically and innocently. No one really questioned the rightness of the struggle. However, as the war dragged on and the demands upon manpower grew beyond all forecasts, and with the announcement in the spring of 1917 that only conscription could maintain the Canadian forces at fighting strength, the illusion of unanimity was shattered. Was conscription, as it seemed to many French Canadians, just the logical culmination of an imperialist campaign? Was conscription, in fact, legal? Was conscription actually needless? The issue split the nation and left a legacy of suspicion and bitterness.</p>	Weighing different interpretations.	Relationship of political institutions to society.
	<p>22. <u>Agrarian Unrest or Why the West Revolted</u></p> <p>Rumblings of unrest in the wheat lands were heard well before 1914. While the war interrupted western discontent, it was not long afterwards that farmers began to register their lack of faith in the traditional parties. Angered by high freight rates, unreasonable tariffs, and low prices for their products, farmers united to form political associations designed to challenge the established system. The origin and nature of western alienation represents one of the most significant episodes in Canadian history.</p>	Interpreting historical movements.	Nature of an economic system.

TIME LINE	PROBLEMS	SKILLS	ISSUE
	<p>*23. <u>The Depression on the Canadian Prairies: Its Psychological Impact.</u></p> <p>The depression of the 1930's created unemployment, poor diet, an increase in disease, impoverishment and personal anxiety, all of which resulted in a traumatic experience for the people of the prairie. There are those living today whose thoughts and very way of life have been shaped by the conditions experienced in the Depression Years. The purpose of this unit will be in determining the extent to which the conditions of the depression on the Canadian prairies left a lasting effect on those who lived through it.</p>	<p>Using the scientific method in an historical study. Examining history through fiction.</p>	<p>Relationship of a political and economic system.</p>
	<p>24. <u>Social Gospel: Action or Reaction?</u></p> <p>After the coming of the Industrial Revolution to Canada in the 1850's, each decade brought increased industrialization and urbanization. By the turn of the century, however, the churches were awakened to the serious problems created by these related trends. The response of the Canadian churches to the problem-filled relationship between men and machines varied between denominations but it has shown over the past century a steady trend away from the idea that a personal commitment to faith will solve the problems of society or that a secular society will solve ethical problems. The historical response or responses of the Canadian churches to industrialism has been precipitated by several crises in labour relations. These include the Toronto printers' strike of 1872, the Winnipeg general strike of 1919 and the Great Depression. Is it a proper role for churches to exert pressures on the Canadian government in such matters as social welfare and labour relations by acting as "the conscience of the state"? Are men's bodies as much concern of the churches as men's souls?</p>	<p>Judging and interpretation.</p>	<p>The role of religion in a society.</p>

TIME LINE	PROBLEMS	SKILLS	ISSUE
The Modern Nation:	<p>25. <u>Canada: Middle Power or Satellite?</u></p> <p>Those who regard the course and episodes of Canadian foreign policy since 1945 with admiration usually characterize Canada as a middle power - an independent nation moving valiantly in the interests of peace in those trouble spots where the great powers fear to tread lest they clash with one another. Less satisfied observers demur and say that Canadian policy exhibits more of the characteristics of a satellite than of an independent nation. The U.S., these critics claim, is the only planet around which the Canadian moon revolves with heavenly regularity.</p>	Analyzing a contemporary problem.	Nature of foreign policy.

F. EXPANDED PROBLEMS

PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
<p>1. <u>What is History?</u></p> <p>The purpose of this unit is to introduce the student to the discipline of history. In examining the historical process, the student will discover what the historian does, the questions he asks, and the tools he uses.</p>	<p>From this study will emerge the idea that the historian has a specific method of inquiry which allows him to answer questions in an organized fashion. The knowledge of these skills will then be applied throughout the subsequent study of "Problems in Canadian History".</p>	<ol style="list-style-type: none"> 1. How the historian <u>classifies information.</u> 2. How the historian proves a <u>hypothesis.</u> 3. How the historian decides <u>what is a fact.</u> 4. How the historian <u>asks questions.</u> 5. How the historian <u>deals with mind set</u> 	<p>How to draw conclusions from historical data.</p>	<p>See the five lesson plans as outlined by Edwin Fenton in <u>The New Social Studies in Secondary Schools.</u></p>	<p>(See Reference listing for full details.)</p> <p>Fenton, <u>The New Social Studies</u>, pp. 175-187. (T)</p>

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<p>2. <u>Geography Sets the Stage: How Have Geographical Factors Influenced Canada's History?</u></p> <p>Canada is a vast land-mass, over three thousand miles wide extending from the temperate climate to the coldest Arctic regions. Is mere size a virtue? Or, does it raise problems in the country's development? Canada has been affected by its geography. There is so much of it. Few lands are as sprawling and spread out as Canada, composed of different geographic regions with natural barriers between them. Canadian history is largely a struggle to build a nation in the face of these stern geographic difficulties. The question here is to determine the nature of that struggle. How have geographical factors influenced Canada's history?</p> <p>(T) = Teacher Reference</p>	<p>The settlement patterns of a people are affected by the physical environment of the area where they live.</p>	<ol style="list-style-type: none"> 1. Physical regions 2. Climatic regions 3. Regions of natural vegetation 4. Natural resources 5. Transportation routes 6. North Atlantic Triangle 7. Laurentian school of Historiography. 	<p>Drawing conclusions from geographical data</p>	<p>The teacher will prepare maps of a hypothetical area to simulate North America:</p> <ul style="list-style-type: none"> - landforms - climate - vegetation - natural resources - rivers <p>Students will then infer patterns of settlement and check these against actual settlement patterns. The historical generalizations can then be tested.</p>	<p>Herstein, <u>Challenge and Survival</u>. pp. 16-20.</p> <p>Careless, Canada: <u>A Story of Challenge</u>. pp. 3-16.</p> <p>Kerr's <u>Historical Atlas</u>.</p> <p>Krueger, Canada: <u>A New Geography</u>.</p> <p>Massialas, <u>Man and His Environment</u>. Ex. 4, pp. 37-39. (T).</p> <p>Peters, <u>A Guide to Understanding Canada</u>.</p>

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<p>3. Native Peoples: Enemy or Ally?</p> <p>The Interaction of Indian and white societies presents an interesting study in cultural contact and the resulting cooperation and conflict. The white man learned a great deal from the Indian society and initially was very dependent upon the Indian in adapting to a hostile environment. On the other hand, the coming of the European sooner or later spelled disruption for Indian society. Why? The white man's account of Indian-white interaction is well known. But, today, Indian accounts, giving a different interpretation of this interaction, are fast becoming available to us. The question remains, "Where does the truth lie? Were the Native Peoples enemies or allies?"</p>	<p>Wherever two or more separate cultures come into contact with each other, some change usually takes place in each culture.</p>	<p><u>Group Interaction</u> - the process by which groups in contact influence each other.</p> <p>a) When particular groups are in contact with each other, are they basically <u>cooperative or competitive</u>?</p> <p>b) When two ethnic or racial groups interact, what determines whether <u>extermination, accommodation, assimilation or amalgamation</u> will take place?</p>	<p>Weighing Different Interpretations</p>	<ol style="list-style-type: none"> 1. Motivation of students through use of films, documents or resource persons. 2. Teacher-student development of four concepts related to group interaction: extermination, accommodation, assimilation and amalgamation. 3. Student investigation of interpretations. Divide class into several groups for research. Use debates to facilitate drawing of conclusions. 	<p>Books:</p> <p>Herstein, <u>Challenge and Survival</u>, pp. 24-27.</p> <p>Copp, <u>Problems in Canadian History Series</u>, "Impact of Europeans on Huronia" by B. C. Trigger.</p> <p>Marsh, <u>The Fur Trade</u>.</p> <p>Palmer, <u>The Changing People</u>.</p> <p>Power, <u>Eskimos of Canada</u>.</p> <p>Surtees, <u>The Original People</u>.</p> <p>NFB Films:</p> <p>Ballad of Crowfoot</p> <p>Charlie Squash Goes To Town</p> <p>NFB Multi-media Kit:</p> <p>Indians of Canada</p>

PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
<p>5. Freedom in New France: <u>What Was Its Nature?</u></p> <p>How did the government of New France act towards its citizens? What liberties did the colonists enjoy? According to some historians, the government of New France was a reflection of Louis XIV's despotic regime, where citizens had few liberties and were dominated by a small number of bureaucratic Royal officials. The only avenue to freedom lay in the frontier where care-free and brave souls could escape government policy. Other historians have argued that the Royal regime was a benign authority which maintained order and protected the weak. A third school of thought also claims that citizens exercised considerable influence on decisions through the Sovereign Council, the Merchant assemblies, and the local meetings. What kind of government had been created along the St. Lawrence?</p>	<p>Political systems adopted by a society are influenced by the cultural and physical environment.</p>	<p>Leadership Decision-making Citizenship Institutions Ideology Political culture Power Authority</p>	<p>Drawing conclusions from source materials</p> <p>Interpreting the feelings and ideas of others.</p>	<p>1. Teacher Presentation:</p> <p>a) Examination of the nature of the government in New France in order to raise the issue of freedom in New France.</p> <p>b) Examine and define the listed political science concepts of leadership, decision-making, citizenship, institutions and ideology.</p> <p>c) Develop analytical questions for applying the above concepts to the government of New France.</p> <p>i.e. Leadership</p> <ul style="list-style-type: none"> -Who are the leaders? -What are their personal characteristics? -What are their social backgrounds? -What groups in society support these leaders? -What rules do leaders follow in making decisions? -Can leaders be removed? 	<p>MacKirdy, <u>Changing Perspectives in Canadian History</u>. pp. 16-31. (T).</p> <p>Borins, <u>Canada in the Days of New France</u>.</p> <p>Careless, <u>Canada: A Story of Challenge</u>. pp. 59-63, 67-72.</p> <p>Eccles, <u>The Government of New France</u>.</p> <p>Herstein, <u>Challenge and Survival</u>. pp. 51-58.</p>

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<p>Freedom in New France: What Was Its Nature? (continued)</p>				<p>2. Student Activity</p> <p>a) Select roles representative of the social structures of New France (i.e. governor, intendant, coureur de bois, merchant, fur trader, curé, habitant, seigneur, shop-keeper, army officer, slave, etc.</p> <p>b) Using the frame of reference of the selected role, apply the analytical questions to the government of New France in order to discover how the various groups reacted to the government.</p> <p>c) Through a simulated forum, students will debate the issue of "Freedom in New France".</p> <p>3. "Debriefing" Activity</p> <p>Attempt to isolate the three schools of thought as stated in the problem</p> <ul style="list-style-type: none"> -Despotic regime -Benign regime -Responsive regime <p>Attempt to analyze the relationship between these three views and the historical generalization.</p>	

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<p>9. The War of 1812: Win, Loss or Draw?</p> <p>It is fascinating to try to determine who really did win the war of 1812 between Canada and the United States. Canadian students can be excused if they seem puzzled when the United States claims it never lost a war, because to them the War of 1812 was a splendid Canadian victory. After all, with Britain busy in Europe, didn't the Canadians have to defend their country pretty well on their own? Didn't 460 hearty French-Canadian farmers and backwoodsmen turn back an army of 7,500 Americans advancing on Montreal? Didn't the Lieutenant-Governor of Upper Canada himself beat General Hull at Detroit one day and then race across Southern Ontario to stop the Americans at Queenstown Heights virtually the next? Didn't Laura Secord lead her cow through the entire American army to get a chocolate shop named after her?</p>	<p>Wars and their outcomes have differed throughout history but judgments can be made as to their "rightness" and "wrongness" as we make value judgments.</p>	<p><u>Decisions Leading To War</u> Indian hostilities Nationalism Territorial acquisition Continental system Blockade Impoundment Grievances Neutrality</p> <p><u>The Nature of War</u> Conquest Ravages of war</p> <p><u>The Nature of the Peace Treaty</u> Treaty of Ghent Rush-Bagot Agreement Convention of 1818 Armistice Treatment of aliens</p>	<p>Weighing different historical interpretations.</p>	<p><u>Teacher and Student Activity</u> This unit focuses on research into three basic questions: decisions leading to the War of 1812, the course of the war, and the nature of the settlement which ended the war.</p> <ol style="list-style-type: none"> What were the causes of the war? -Was there one main cause for the war? -Were there other related causes? What is the nature of war? -What were the relative strengths of each side? -What were the attitudes of of people toward war? -What campaign and battles were fought? -Were there "heroes" created by the war? -What problems were faced by each side in waging war? What were the outcomes of the war? -What were the effects of the war on families and property? -Who gained and who lost territory as a result of the war? -Was the settlement a "just one"? What impact did the war have upon Canadian nationalism? "Who won the war of 1812?" 	<p>MacKirdy, <u>Changing Perspectives In Canadian History</u>. pp. 100-116 (T)</p> <p>Careless, Canada: <u>A Story of Challenge</u>. pp. 131-136.</p> <p>Cornell et al, <u>Canada: Unity in Diversity</u>.</p> <p>Herstein, <u>Challenge and Survival</u>. pp. 125-136.</p> <p>Moir and Farr, <u>The Canadian Experience</u>. pp. 115-124.</p> <p>Talman, <u>Basic Documents in Canadian History</u>. pp. 59-62.</p>

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PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
<p>10. <u>The events of 1837: Reform or Rebellion?</u></p> <p>The rebellions of 1837 raise some interesting questions. Had Britain failed to learn the lessons of the American Revolution? Why did the course of colonial development turn from political evolution to the channel of revolution? What was the nature of the eruptions in Upper and Lower Canada? Do the events of 1837 follow the classical pattern of revolution as outlined by Crane Brinton in <u>The Anatomy of Revolution?</u></p> <p>(T) = Teacher Reference</p>	<p>Revolutions move through a series of similar stages.</p>	<p>Rebellion Revolution Radical Reform Treason Reactionary Counter-Revolution Ruling Elite Coup d'etat Stages of a Revolution</p> <p>-Signs of preliminary weakness -Crises -Rule of the moderates -Succession of the extremists -Thermidor -Imperialism</p>	<p>Application of a model to an historical event.</p>	<ol style="list-style-type: none"> 1. Teacher presentation: An examination of the stages of Crane Brinton's <u>Anatomy of a Revolution</u>. 2. Student assignment: Using multiple sources, students will analyze the events of the 1837 Rebellion and attempt to identify Brinton's stages of revolution. 3. Students should decide whether the 1837 Rebellion fits Brinton's model. 4. Students should classify the events of 1837 as a rebellion, revolution or coup d'etat. 	<p><u>Books:</u></p> <p>Brinton's <u>Anatomy of a Revolution</u> or Gustavson's <u>Preface to History</u>. (T)</p> <p>Cornell et al, <u>Canada: Unity in Diversity</u>. pp. 215-244</p> <p>Earl, D.W.L., "The Family Compact", in <u>Issues in Canadian History Series</u> by Granatstein (ed.)</p> <p>Flint, Wm. Lyon <u>MacKenzie</u>.</p> <p>Herstein, <u>Challenge and Survival</u>. pp. 164-199.</p> <p>MacKirdy, <u>Changing Perspectives in Canadian History</u>. pp. 113-137</p> <p>Nish, <u>Racism or Responsible Government?</u></p> <p><u>N.F.B. Films:</u></p> <p>Joseph Howe (The Tribune of Nova Scotia) Lord Durham Lord Elgin (Voice of the People) Louis-Joseph Papineau (The Demi-God) Robert Baldwin (A Matter of Principle) William Lyon MacKenzie (A Friend to his Country)</p>

PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
					<p>Filmstrips (See, Hear, Now)</p> <ul style="list-style-type: none"> - The 1837 Rebellion in Lower Canada - The Rebellion of 1837: Upper Canada

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<p>12. <u>Life Style in Pioneer Canada: Hardships or Adventure?</u></p> <p>When the settlers arrived in Canada, they faced a new environment that required a new and different way of life. They had to cope with the cold, with a new means of housing and new types of clothing and food. New farming techniques were established, new religious observances evolved, and new family and community relationships developed.</p> <p>(T) = Teacher Reference</p>	<p>Much of the culture of any society is dependent upon its geographical location and available natural resources.</p>	<p>Role Status Norm Social Class Groups Group Interaction Cultural Change</p>	<p>Judging documents in their cultural setting and/or judging a personal account.</p>	<p>1. Teacher presentation: Development of sociological concepts to be used for analysing a culture. (See Fenton, Resources column.)</p> <p>2. Student Assignment: Employing the sociological model, students will analyse the culture of the pioneer community. Students are expected to examine original written accounts of pioneer life in addition to live accounts by resource speakers in the community.</p> <p>Note: Teachers could limit case studies to such examples as the settlement of the west, pioneer life in Upper Canada, or the Selkirk settlement. Maximum use of local resources is crucial, for example, Heritage Park, Calgary.</p>	<p>Fenton, (ed.), <u>Teacher's Guide for Tradition and Change in Four Societies</u> by B. Ford. Holt, Rinehart and Winston, 1974. (T)</p> <p>Cross, "The Frontier Thesis and the Canadas," <u>Issues in Canadian History</u> series, ed. by Granatstein.</p> <p>Cross, <u>The Working Man in the 19th Century.</u></p> <p>Gilbert, <u>Pioneer Life in Upper Canada.</u></p> <p>Grayson, <u>Paddles and Wheels</u></p> <p>Harris, <u>Canada Before Confederation.</u></p> <p>Neering, <u>Settlement of the West.</u></p> <p>Prints: <u>Life in Early North America</u>, Fitzhenry & Whiteside.</p>

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<p>13. <u>Confederation: Fate or Foresight?</u></p> <p>The idea of uniting Britain's remaining North American colonies did not originate with the Fathers of Confederation; it was almost as old as British rule in Canada. Prior to the 1860's, however, circumstances did not favour serious efforts for implementing such a union. Why, then, was such a scheme possible in 1867? Did the problem faced by Canada in 1867, such as political deadlock, economic conditions, the need for railways and fear of aggression from the United States naturally force the colonies to unite? Or, did the Fathers of Confederation, knowing what was best for Canada, drive Confederation to a completion?</p> <p>(T) = Teacher Reference</p>	<p>Major historical events have multiple causes.</p>	<p>MULTIPLE CAUSATION</p> <ul style="list-style-type: none"> -Immediate causes -Background of agitation -Economic factors -Religious causes -Personalities -Institutions -Technology -New ideas -Physical environment 	<p>Interpreting and synthesizing data by using the approach developed by Carl Gustavson, (<u>Preface to History.</u>)</p>	<ol style="list-style-type: none"> 1. Teacher Presentation: An examination of Gustavson's approach to studying causation. 2. Student Assignment: Individually or in groups, students apply the model in order to determine the most important to the least important causes of Confederation. 	<p><u>Books:</u></p> <p>Gustavson, A <u>Preface to History</u>. pp. 53-64. (T)</p> <p>or</p> <p>Gustavson's model as presented in Fenton, <u>32 Problems in World History</u>. pp. 99-108. (T)</p> <p><u>Canadian History Through the Press Series</u>, "Confederation 1854-1867."</p> <p>Copp, <u>Problems in Canadian History</u>, "Confederation 1867."</p> <p>Herstein, <u>Challenge and Survival</u>. pp. 211-233.</p> <p>Any other appropriate resources.</p> <p><u>NFB Films:</u> Alexander Galt, <u>Stubborn Idealist</u>. Cartier: the Lion of Quebec George Etienne <u>See, Hear, Now Filmstrip</u> Confederation Canada</p>

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<p>15. <u>Sir John A. Macdonald: Event Maker?</u></p> <p>Sir John A. Macdonald (1815-1891) perhaps the most famous of all Canadian leaders, was an attractive and complex human being. His political career was unusually long, experiencing an impressive series of creative acts and bold adventures: Confederation, the Red River Resistance, the extension of Canada from sea to sea, the Pacific Scandal, the depression of the 1870's, the construction of the C.P.R., provincial rights agitations, and the North West Rebellion of 1885. "My experience", Macdonald once commented to a friend, "has been that when the directing mind is removed, things always go wrong". Is this the bluster of an egotistical heavy drinker? Or did he indeed, shape the course of these events? Is it possible to understand the man without studying these great events of 19th-century Canada or impossible to understand</p>	<p>Event-making men and women can shape historical forces or historical forces can determine the role played by eventful men and women.</p>	<ol style="list-style-type: none"> 1. Determinism 2. Great Man Theory 3. Event-making man 4. Eventful man 	<p>Reinterpreting historical movements</p>	<p>Teacher Presentation:</p> <ol style="list-style-type: none"> 1. Teacher-centred examination of Sidney Hook's thesis of the role of the individual in history. 2. Student Activity: Through the use of multiple resources, students will apply Hook's thesis to the career of Sir John A., keeping in mind the following questions: <ol style="list-style-type: none"> a. What personal characteristics helped Macdonald? b. What were John A.'s major ideas concerning the development of Canada? c. What conditions in mid-19th-century Canada made Macdonald's role possible? d. Selecting two major episodes from Macdonald's career, determine whether he was event-making or eventful. 	<p><u>Books:</u></p> <p>Fenton, <u>32 Problems in World History.</u> (T)</p> <p>Hook, <u>The Hero in History.</u> pp. 203-210, 220-223, 226-227. (T)</p> <p>Bliss, (ed.), <u>Canadian History in Documents.</u> pp. 92-180.</p> <p><u>Canadian Lives Series,</u> "J.A. Macdonald" by D. Swainson.</p> <p>Herstein, <u>Challenge and Survival.</u> pp. 213-232, 245-282.</p> <p>Hutchinson, B., <u>Mr. Prime Minister.</u></p> <p>Any other available resources.</p> <p><u>NFB Film:</u></p> <p>J.A. Macdonald: The Impossible Idea.</p>

(T) = Teacher Reference

<i>PROBLEMS IN CANADIAN HISTORY</i>	<i>HISTORICAL GENERALIZATIONS</i>	<i>MAJOR CONCEPTS TO BE DEVELOPED</i>	<i>HISTORICAL SKILLS TO BE EMPHASIZED</i>	<i>TEACHING STRATEGIES AND LEARNING ACTIVITIES</i>	<i>RESOURCES</i>
<p>Sir John A. Macdonald: <u>Event Maker?</u> (cont'd)</p> <p>the events without studying the man?</p>					

PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
<p>17. <u>Louis Riel: Patriot or Rebel?</u></p> <p>A hundred years have passed since Louis Riel resisted Canada's attempt to extend the new Dominion westward to the Pacific. In that century the flow of contentious words never ceased. Now, as a subject of both drama and opera, the Metis leader has emerged as one of Western Canada's few genuine folk heroes. In 1885, he went to the gallows in Regina amid a fierce political and racial controversy, and after death continued to arouse the same passionate response that had made him in his own day a patriot and a traitor, a martyr and a rebel, a saint and a madman. He remains an object of idolatry and damnation.</p>	<p>The passage of time alters judgements about the "rightness" or "wrongness" of an action.</p>	<p>Rebellion Traitor Metis Patriot Due process of the law. Dissent "Primitive vs. "civilized" Society Provisional gov't. Insurrection Law and order Orangeman Catholic French Canadian Nationalism</p>	<p>Weighing different historical documents and interpretations.</p>	<p>The entire unit could be centred around the Regina trial of Louis Riel. Students will engage in research to portray assigned roles and to stage a mock trial. Students will be asked to assess the "rightness" or "wrongness" of Riel's actions and the suitability of the punishment he received.</p>	<p><u>Books:</u></p> <p>Bliss, <u>Canadian History in Documents.</u></p> <p><u>Canadian Lives Series.</u> "Louis Riel" by H. Bowsfield.</p> <p>"Louis Riel" by H. Bowsfield in <u>Issues in Canadian History Series</u>, Granatstein, ed.</p> <p>Copp, <u>Problems in Canadian History Series.</u> "The Northwest Rebellion" by Silver and Valleur.</p> <p>Lusty, <u>Louis Riel.</u></p> <p><u>See, Hear, Now Filmstrip:</u></p> <p>Louis Riel</p>

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<p>19. The True Voice of French Canada: Laurier or Bourassa?</p> <p>Both Laurier and Bourassa had a clear vision of how to bring about Canadian nationhood. With great stubbornness, they struggled to persuade both French and English Canadians to accept their respective ideas. On many issues, they were to clash, splitting not only the voters of Quebec but those of the nation. What were these issues? Where did each stand on the issues of French cultural rights and biculturalism, imperial defence and the British connection and the great debate of conscription? How were these two spokesmen different in personality and temperament and what part did this play in their careers? What has been the long-range result of their stands, given the hindsight of today?</p>	<p>Political decisions are often shaped by the values of individual political leaders.</p>	<p>Decision-making Ideology Conflict Nationalist principles Catholicism Liberalism Imperialism Biculturalism</p>	<p>Drawing conclusions from source materials.</p>	<p>1. Teacher Presentation: An examination of Canadian issues at the turn of the 20th century could be made.</p> <p>2. Student Activities: Two charts, similar to the following could be constructed by the students.</p> <table border="1"> <tr> <td>Political Beliefs</td><td>Laurier</td><td>Bourassa</td></tr> <tr> <td>Nationalist Principles Catholicism Imperialism Economic Theory</td><td></td><td></td></tr> </table> <p>II</p> <table border="1"> <tr> <td>Issue</td><td>Laurier's Position</td><td>Bourassa's Position</td><td>Outcome</td></tr> <tr> <td>Alta-Sask. School Question</td><td></td><td></td><td></td></tr> <tr> <td>Boer War</td><td></td><td></td><td></td></tr> <tr> <td>Naval Question</td><td></td><td></td><td></td></tr> </table> <p>3. Through a debate, paper or class discussion, etc., students should attempt to provide evidence that Laurier-Bourassa conflict illustrates that political decisions are (are not) shaped by the values of individual political leaders.</p>	Political Beliefs	Laurier	Bourassa	Nationalist Principles Catholicism Imperialism Economic Theory			Issue	Laurier's Position	Bourassa's Position	Outcome	Alta-Sask. School Question				Boer War				Naval Question				<p>Granatstein (ed.), <u>Issues in Canadian History Series</u>. (a) Berger, "Imperialism and Nationalism, 1884-1914." (b) Levitt, "Henri Bourassa on Imperialism and Biculturalism, 1900-1918."</p> <p>MacKirdy, <u>Changing Perspective in Canadian History</u>.</p>
Political Beliefs	Laurier	Bourassa																									
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83

PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
<p>21. <u>Conscription 1917: Needless or Necessary?</u></p> <p>Few events revealed the fragility of Canadian unity so dramatically as the conscription crisis of 1917. Canada had entered the Great War enthusiastically and innocently. No one really questioned the rightness of the struggle. However, as the war dragged on and the demands upon manpower grew beyond all forecasts, and with the announcement in the spring of 1917 that only conscription could maintain the Canadian forces at fighting strength, the illusion of unanimity was shattered. Was conscription, as it seemed to many French Canadians, just the logical culmination of an imperialist campaign? Was conscription, in fact, legal? Was conscription actually needless? The issue split the nation and left a legacy of suspicion and bitterness.</p>	<p>Citizens are sometimes caught in a conflict between their personal beliefs and their obligations to their political system (i.e., to French-Canadian loyalties or national obligations)</p>	<p>Loyalty Citizenship Responsibilities (obligations) Conscientious objection Pro-conscriptionist Anti-conscriptionist Individual rights</p>	<p>Detecting historical bias</p>	<p>Presenting the Issue: Woodsworth quote, p. 371, <u>Challenge and Survival</u></p> <p>a. Simulation (French/English bias) b. Students research either the French Canadian point of view or the Federal government's outlook with respect to: Reaction to the wars Case for and against conscription English Canadian views French Canadian views Legacy</p> <p>A mock parliament of the two sides debates the conscription legislation.</p>	<p>Bliss, <u>Canadian History in Documents</u>.</p> <p>Cook, <u>Canadian Historical Readings</u>. "Conscription 1917."</p> <p>Copp, <u>Problems in Canadian History</u>. "The Canadian Response to War, 1914-17."</p> <p>Granatstein, <u>Conscription in the Second World War</u>.</p>

PROBLEMS IN CANADIAN HISTORY	HISTORICAL GENERALIZATIONS	MAJOR CONCEPTS TO BE DEVELOPED	HISTORICAL SKILLS TO BE EMPHASIZED	TEACHING STRATEGIES AND LEARNING ACTIVITIES	RESOURCES
<p>23. <u>The Depression on the Canadian Prairies: Its Psychological Impact.</u></p> <p>The depression of the 1930's created unemployment, poor diet, an increase in disease, impoverishment and personal anxiety, all of which resulted in a traumatic experience for the people of the prairie. There are those living today whose thoughts and very way of life have been shaped by the conditions experienced in the Depression Years. The purpose of this unit will be in determining the extent to which the conditions of the Depression on the Canadian prairies left a lasting effect on those who lived through it.</p>	<p>Economic conditions have lasting social and psychological impact.</p>	<p>1. Geographic conditions - "Natural devastation" that struck the prairies - Farmers' attitude toward elements</p> <p>2. Economic hardships - Scarcity - Relief - Improvising by the people involved</p> <p>3. Interpersonal Relationships - Examination of "social dependence" exhibited in family, community and business relationships.</p>	<p>Using the scientific method.</p> <p>Constructing a research instrument.</p> <p>Examining history through fiction.</p>	<p><u>Geographic Conditions.</u> Have students conduct a research project to determine whether or not changes in farming methods have changed the attitudes of the farmer toward the elements, i.e., crop rotation, pest control, etc.</p> <p>Have students construct a questionnaire that will measure the attitudes of people toward material wealth. Attitudes of those who lived through the depression will be compared to those who have grown up in an age of plenty.</p> <p>Have students read fictional accounts of interpersonal relationship during the Depression and write sketches of the major characters. Students should then decide how today's youth might react to similar situations, given our present social-economic conditions.</p>	<p>Broadfoot, <u>Ten Lost Years.</u> Gray, <u>The Winter Years.</u> Herstein, <u>Challenge and Survival.</u> pp. 326-351. Hodgetts, <u>Decisive Decades.</u> pp. 306-329. Lower, Canada: <u>An Outline History.</u> pp. 171-186. Patton, <u>How the Depression Hit the West.</u> Young, <u>Democracy and Discontent.</u> Various novels re Depression life in the Canadian and U.S. West, as available in school and community libraries. Publications from Provincial or Federal Departments of Agriculture. Church yearbooks.</p>

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The Depression on the Canadian Prairie: <u>Its Psychological Impact</u> (cont'd)		<p>4. Political Issues "radicalism" in politics as exemplified by Social Credit and C.C.F.</p> <p>5. Religious Involvement -increased interest in religion -mixing of religion and politics.</p>	<p>Examining and analyzing documents</p> <p>Collecting statistics, oral presentation</p>	<p>Through an examination and analysis of documents (e.g., official party constitutions, speeches, documents such as the Regina Manifesto) students should determine the extent to which elements currently pre- sent in the policies of the Conservatives, Liberals, N.D.P. and Social Credit in Western Canada have their origins in the depression years.</p> <p>Using <u>statistical data</u>, students should compare the degree of participation in religious activities during the depression to participa- tion today e.g., statistics re per capita church member- ship, baptism, confirmation, Sunday School enrollments, etc.</p>	<p>Books:</p> <p>Irving, <u>The Social Credit Movement in Alberta.</u></p> <p>Mann, <u>Sect, Cult and Church in Alberta.</u></p> <p>McPherson, <u>Democracy in Alberta.</u></p> <p>Young, <u>An Anatomy of a Party.</u></p> <p>NFB Films:</p> <p>Canada Between the Wars Series</p> <p>The Drylanders</p> <p><u>See, Hear, Now Filmstrip:</u> The Depression.</p>

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Lord Elgin (Voice of the People)

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Robert Baldwin (A Matter of Principle)

William Lyon Mackenzie (A Friend to his country)

NFB Kiton Indians of Canada, speakers from the Indian Community

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The Depression

The 1837 Rebellion in Lower Canada

Louis Riel

The Rebellion of 1837: Upper Canada

Prints

Life in Early North America, Fitzhenry and Whiteside.

WESTERN WORLD HISTORY 30

A. Introduction

History does not repeat itself, but today is made up of an accumulation of forces and their mix with recurring themes and thought patterns. Many of the thought patterns with which we confront today's issues were formed by yesterday's issues, events, ideas and individuals.

The world has experienced an overwhelming influence from the patterns of thinking and subsequent behavior that were generated in the Western world. Not every individual seeks to understand the complex issues of the day, but those who do must make reference to their genesis.

It is recognized that one course on the history of the Western world is unlikely to be more than superficial. Nonetheless, it is hoped that this course will engender a feeling for the basis of western thought.

B. Organization

The course begins with a chronological survey of Western history, formulation of the theme of the course, and an examination of the methodology of history. It is projected that most students of history need a chronological framework within which they can fit the topics they study.

The rest of the topics are listed chronologically. Teachers are encouraged to follow a thematic organization: law, citizenship, democracy, totalitarianism, imperialism, science, etc.

The best method of teaching history depends on the uniqueness of the teacher. However, it is felt that one of the problems of teaching history in the past has been the dry, chronological, repetitive "names-dates-events" approach. Generally, some form of inductive-inquiry approach, with emphasis on concepts, principles and skills, is recommended.

Schools are likely to have some appropriate materials in their present libraries. Four basic references, however, are identified for most of the topics. One of these four may be selected initially.

C. Topic Development

The following pages contain suggestions for the development of each topic. The second column in the chart indicates the principles or generalizations related to the topic. These principles, of course, include the appropriate concepts. Teachers may find that time permits the development of fewer principles than those listed. It is recommended that one or more principles be deleted from each topic rather than deleting whole topics. The "Learning Activities" and "Evaluation" procedures are suggestions to assist the teacher.

1. Sample Topic - Methodology of History

a. Rationale

Every discipline is characterized by:

- i. A body of knowledge arranged or otherwise organized in some hierarchical structure,
- ii. A methodology by which that knowledge is acquired and tested for truth.

Discussions over the relative scientific merits of knowledge or methods between disciplines are often empty and usually irrelevant.

The important concerns are:

- i. What methods are currently accepted by the professional?
- ii. What deficiencies are inherent in the method?
- iii. How do the deficiencies affect the validity of the knowledge?

Knowledge of the methods and their weaknesses provide the individual with a critical capability. To a lesser extent, the student may be able to practice the methods of the professional and thereby enhance his self-learning capabilities.

b, Objectives

- i. The student will be able to identify the common characteristics which distinguish each of the following concepts:
 - Fact
 - Inference
 - Hypothesis
 - Frame of Reference
 - Analytical questions
 - Relevance
 - Data
 - Inquiry
 - Taxonomy
 - Logical Implication
- ii. The student will be able to identify and/or provide examples of each of the preceding concepts.
- iii. The student will be able to apply each of the following principles to unique situations:
 - Historians initiate inquiry by recognizing a problem from data.
 - Historians form hypotheses by formulating analytical questions stating hypotheses and remaining aware of the tentative nature of hypotheses.
 - The logical implications of hypotheses are recognized.
 - While data is being gathered, decisions are made on what data will be needed and the relevance of data to the hypothesis.
 - Data is analyzed, evaluated and interpreted. Evaluation involves determining the frame of reference of the author of the source and determining the accuracy of statements of fact or inference.
 - The hypothesis is evaluated in light of the data. The hypothesis is modified, if necessary, by rejecting a logical implication unsupported by data or restating the hypothesis. Generalizations are then stated.

iv. The student will exhibit the following skills:

- Given a set of unique data, classify the data.
- Given a piece of data, formulate acceptable analytical questions.
- From analytical questions, formulate hypotheses.
- Given hypotheses relative to familiar data, state the logical implications of the hypotheses.
- Judge the relevance of unique data to unique hypotheses.
- Identify the frame of reference of the author of a unique piece of data.
- Using internal and external criteria, determine the validity of facts and inferences.
- Given data contradictory to the hypothesis, indicate necessary changes in hypotheses.

c. Suggested Assignment

Use, as an introductory base, the E.A.V. sound filmstrip set Eye Witness: Whose Point of View? (a record of the "Bloody Sunday" disaster in Londonderry, Northern Ireland, Jan. 30, 1972) or the equivalent. The teacher of this course could profitably examine the problems encountered and methods used by the historian. This, in turn, could be developed into a continuing activity throughout the course by asking individuals or groups of students to research contemporary and controversial issues, attempting to determine, if possible, what in fact did occur in each case.

Other examples:

The Russian Invasion of Hungary (1956)
The Assassination of President Kennedy (1963)
The Arab - Israeli War (1967)
The Paris Riots (1968)

The Russian Invasion of Czechoslovakia (1968)
Riots at the Democratic National Convention (1968)
The My Lai Massacre (1968)
The October Crisis (1970)
The Kent State Shootings (1970)
Others?

Investigative research should focus upon such questions as:

- i. What problems prevent us from relating the whole truth of an event?
- ii. How can we arrive at "objective truth" about a given situation?
- iii. What do you think, from the evidence, actually happened?

This assignment could be set aside for one period a week. Evaluation could centre either on written submissions or oral reports or both. Completion of this activity could occupy the last week or last few days of the course.

TEACHERS' GUIDE

OBJECTIVES	PRINCIPLES WITH KEY CONCEPTS	LEARNING ACTIVITIES	RESOURCE MATERIAL	EVALUATION
<p>1. Introduction</p> <p>Overview Geographic Survey of the area known as the Western world</p> <p>a. Chronological Framework of Western History</p> <p>b. General Themes of Course</p> <p>c. Methodology of History (See Introduction.)</p>	<p>Map Exercises</p> <p>1. There is a sequence of human affairs that ends at the present.</p> <p>2. The themes of the course are those that represent historical forces which helped shape modern thinking.</p> <p>3. As an academic discipline, history is developed by the use of methods designed to generate reliable knowledge.</p>	<p>Map Exercises</p> <p>Lectures with supporting AV aids</p> <p>Construct general timelines</p> <p>Compare authorities' rationales for history</p> <p>Examine scientific method in relation to history</p> <p>Apply methodology to given problem</p> <p>Course outlines</p>	<p>Atlases</p> <p>Fenton Wallbank materials</p> <p>Any historical documents or artifacts</p> <p>General references</p>	<p>Identification of countries and key centres</p> <p>Sequencing tests in which events are placed in order</p> <p>Application of rudimentary skills to original documents</p> <p>Concept - principle application</p>
<p>2. The Classical Heritage</p> <p>a. Judeo-Christian Heritage</p> <p>b. Classical Athens</p> <p>c. Roman Law</p>	<p>1. Basic to the values of Western Society is a unique mixture of the traditions of ancient peoples - Jews, Christians, Greeks & Romans.</p> <p>2. Man developed a monotheistic, other-worldly view.</p> <p>3. Ancient Greeks were the first humanists with their belief in individual dignity and achievement based on ideals of perfection, reason and justice.</p>	<p>Examine original documents</p> <p>Compare Jewish and Christian views of God</p> <p>Examine portions of Thucydides, <u>History of the Peloponnesian War</u>, e.g., "Pericles in Praise of Athens."</p>	<p>McNeill, Ch. 5, 8</p> <p>Fenton, Ch. 1</p> <p>James, <u>Origins of Western Civilization</u>, ch. 2, 3</p>	<p>Using quotations, identify concepts involved</p> <p>Compare two or more quotations</p> <p>Orally evaluate the influence of concepts on today's thinking</p>

OBJECTIVES	PRINCIPLES WITH KEY CONCEPTS	LEARNING ACTIVITIES	RESOURCE MATERIAL	EVALUATION
	4. Roman Society emphasized law and applied it throughout Europe. Every Roman citizen living within the protection of Roman law was guaranteed equality before the law.	Values clarification exercise: "The Lost People of Lycia", <u>Social Education</u> , Oct., 1975, pp. 377-378.		
3. The Medieval Synthesis and the Beginnings of National Movements	1. Medieval man was parochial in his outlook on this life and imbued with a concern for the next life.	Examine original documents	McNeill, Ch. 14	Using new situations, compare to historical situations in inferences that may be drawn
a. The Medieval World-View	2. National monarchies, developed in a variety of ways and for a variety of reasons, radically changed the social structure of man.	Place Middle Ages, National Monarchies, Renaissance and Reformation in chronological perspective.	Fenton, Ch. 2	
b. Rise of National Monarchies and Breakdown of Feudalism	3. The ideal Renaissance man differed dramatically from the ideal monastic man. This was a factor in bringing about the reformation.	Use case studies of one of England, France or Spain to illustrate factors and methods of monarchy	Roselle, Ch. 1	Describe composites of medieval serf, free-man, baron, king
c. Renaissance	4. Modern constitutionalism is rooted in power struggles in European societies.	Simulate religious debates	Media materials comparing Renaissance, Medieval and Greek art	Identification of descriptive statements
d. Reformation	5. The Reformation shattered the unity of the Church.	See Gustavson, <u>A Preface to History</u> , pp. 123-127.	James, <u>Origins of Western Civilization</u> . Ch. 5, 6, 7, 8	
4. Absolutism	1. Absolutism placed the individual in a different situation, under a more centralized authority.	Develop case studies: The Tudors, Louis XIV	McNeill, Ch. 15, 18, 19	Essay tests
a. The Ideology of Absolutism	2. Religion, imperialism and mercantilism were tools in the hands of the absolutist monarch.	Three students elucidate Divine Right theory	Fenton, Ch. 6	Speculative essay re: impact of Eastern imperialism on present
			Roselle, Unit 2	
			James, <u>Rivalry Reason and Revolution</u> . Ch. 1, 3	

OBJECTIVES	PRINCIPLES WITH KEY CONCEPTS	LEARNING ACTIVITIES	RESOURCE MATERIAL	EVALUATION
b. Supports for Absolutism: Imperialism, Mercantilism, Religion c. Changes in Social Organization	3. Attempts to give the appearance of rule by consent strengthened the constitutional efforts of social groups. 4. European imperialism resulted in a withdrawal of Eastern contact with Europeans.	Develop case studies: The Tudors, Louis XIV Three students elucidate Divine Right theory Compare French mercantilism with French feudalism Teacher presentation comparing European impact on India and China	McNeill, Ch. 15, 18, 19 Fenton, Ch. 6 Roselle, Unit 2 James, <u>Rivalry Reason and Revolution</u> , Ch. 1, 3	Essay tests Speculative essay re: impact of Eastern Imperialism on present
5. Science, Technology and Progress a. Progress of Medieval Science b. 16th & 17th Century Scientists c. Idea of Progress d. Industrial Revolution	1. Medieval science was a deductive system. 2. Science became a rigorous inductive system. 3. Technology forces man to adapt to changing conditions. 4. The idea of progress became a part of the frame of reference of man. 5. Renaissance man explained the world in terms different from those of medieval man. 6. Technological change and new forms of economic organization forced reorganization in society.	Compare medieval and 16 and 17th century science in relation to man's world-view Using cases, evaluate technological impact on individuals Evaluate the impact of new economic systems on social life Compare ideas of Industrial Revolution and progress with conventional wisdom of today	McNeill, Ch. 20 Fenton, Ch. 7 & 8 Roselle, Units 3 & 4 James, <u>Rivalry Reason and Revolution</u> , Ch. 4	Identify and compare specific references Individual analyses of technological developments Evaluate impact of idea of progress on issues of today

OBJECTIVES	PRINCIPLES WITH KEY CONCEPTS	LEARNING ACTIVITIES	RESOURCE MATERIAL	EVALUATION
<p>6. Equality and Revolution</p> <p>a. Various Views of Equality</p> <p>b. Opposing Views That Support a Hierarchical Society</p> <p>c. The French and American Revolutions</p> <p>d. Development of Social Rights</p>	<p>1. Concern for equal rights and their achievement are found from ancient through modern times.</p> <p>2. Individual rights clash with social, economic and religious privileges.</p> <p>3. Irrational forces are significant in the history of equality.</p> <p>4. Views on individual rights are a function of views of man.</p>	<p>Compare various views (e.g. Cicero, Jefferson, Marx)</p> <p>Develop arguments and counter-arguments</p> <p>Emphasize impact of French Revolution (e.g. Burke) on man</p> <p>Compare French and American ideals and their expression in revolution</p> <p>Revolutions of the 19th century</p> <p>Simulation: Libert��: causes, events, results of the French Revolution</p> <p>Seminar: Causation: What caused the French Revolution? See Gustavson, <u>Preface to History</u>, pp. 53-64</p> <p>Role Playing: The Trial of Napoleon, <u>Social Education</u>, Oct. 14, 1975, pp. 378-379</p>	<p>McNeill, Ch. 20</p> <p>Fenton, Ch. 9 & 10</p> <p>Roselle, Unit III</p> <p>James, <u>Rivalry, Reason and Revolution</u>, Ch. 3, 5</p>	<p>Role play</p> <p>Mock Trials</p> <p>Comparative items</p> <p>Argument development</p>

OBJECTIVES	PRINCIPLES WITH KEY CONCEPTS	LEARNING ACTIVITIES	RESOURCE MATERIAL	EVALUATION
<p>7. Nationalism and Imperialism</p> <p>a. Tudor Nationalism</p> <p>b. Italian Nationalism</p> <p>c. German Nationalism</p> <p>d. Romanticism</p> <p>e. Imperialism in Africa and Asia</p>	<p>1. Strong forces were harnessed by monarchs to accomplish national unity.</p> <p>2. Nationalism is rooted in irrational forces.</p> <p>3. International conflict is inevitable when imperialistic forces are released.</p> <p>4. Nationalism becomes a counterforce to imperialism.</p> <p>5. Imperialism spread European culture throughout the world.</p> <p>More specific principles:</p> <p>1. People may direct their loyalties to individuals (e.g. Middle Ages), institutions (e.g. Church), or to the nation.</p> <p>2. The meaning of an historical term depends on time and place.</p> <p>3. The foundations of nationalism were laid in 15th century England by the the Tudors.</p> <p>4. National purpose depends upon the identification of a nation with a common purpose.</p>	<p>Examine Romantic literature (e.g. Wordsworth, Shelley)</p> <p>Compare Tudor control of forces with Mazzini & with Bismark</p> <p>Students should define: nationalism, nationstate, bourgeoisie, national purpose, nation, interest groups</p> <p>Explore details of African land grab and resultant growth of nationalism.</p> <p>Case study of an African or Asian state with view to studying the impact of imperialism on the growth of nationalism</p>	<p>McNeill, Ch. 21, 22</p> <p>Fenton, Ch. 11</p> <p>Roselle, Unit V</p>	<p>Identify specific references</p> <p>Comparison analyses</p> <p>Essays: literature and political thought</p>

OBJECTIVES	PRINCIPLES WITH KEY CONCEPTS	LEARNING ACTIVITIES	RESOURCE MATERIAL	EVALUATION
	<ol style="list-style-type: none"> 5. National purpose may be forged in conflict with an external threat with a consequent strengthening of the nation. 6. The symbol of the nation and national unity was frequently the monarch or an absolutist. 7. Fundamental economic changes may create changes in social classes and class relationships. 8. Nationalism became a tool of various interest groups at the expense of other interest groups. 9. Social revolution may sweep away old loyalties and social relationships and may develop a new national consciousness. 10. Movements which may in the first instance appear compatible (e.g. liberalism and nationalism) may, in fact, be incompatible. 			

E. REFERENCES

1. Primary Student References *

Fenton, Edwin and John M. Good. The Shaping of Western Society: An Inquiry Approach. Holt, Rinehart and Winston, 1968. Updated version of Fenton inquiry approach. Includes original sources and teacher's guide. Relatively inexpensive. (\$6.27; teacher's guide, \$3.66.)

* James, Leonard F. Origins of Western Civilization: Western Man and the Modern World: 1. N.Y.: Pergamon Press, 1973.

* * James, Leonard F. Rivalry, Reason and Revolution: Western Man and the Modern World: 2. N.Y.: Pergamon Press, 1973.

McNeill, William H. The Ecumene: The Story of Humanity. Harper and Rowe, 1973.

A wide-ranging basic reference which places the development of Western civilization in the context of world history. Very good but fairly high-level vocabulary.

Roselle, Daniel and Ann P. Young. Our Western Heritage. Ginn and Company, 1976.

A cultural-analytic history of Europe since 1500. Very well matched to high school reading levels.

* If only one text is chosen, Fenton would probably be the most useful.

** If James is chosen, students should have both books.

2. Programs

Generally these materials are inquiry-oriented, and some are multi-media. They are very good packages.

a. The Shaping of Western Society. Holt, Rinehart and Winston.

An updated version of the Fenton World History Program. Includes filmstrips, teacher's guide, group component, picture cards, class handouts, study guides, evaluation component, transparencies, and records. Highly recommended.

b. The West and the World. Macmillan Company of Canada

This is a total program which is not yet completed but which could be used as it stands. It presently includes an outline and a series of booklets, each of which deals in depth with one aspect of a particular topic. Ultimately, the series will include survey references. The booklets could be used by any high school student and would be particularly useful if this module were offered at the first or second-year level. The outline suggests alternative treatments including thematic or topical approaches.

The program includes a basic source reference which covers 115 documents organized into 33 problems. Booklets are sold in sets of ten and each set is \$10.00. There are 12 sets available and the basic reference is \$4.50. Each booklet contains guides for analysis and suggestions for seminar topics.

c. Archive Series. Macmillan Company of Canada

A series of self-contained booklets, each including a brief introduction and source documents.

The series is limited to European or modern history, with emphasis on Great Britain. The series is not yet completed. Although it would not likely provide a complete program, various parts of the booklets may be used to complete another program.

3. Other References

- Belshaw, C. S. Traditional Exchange and Modern Markets.
Prentice-Hall, 1965. (Modernization of Traditional Societies Series.)
- Cottingham, Mollie and J. Arthur Lower. Renaissance to Revolution. McCall
and Stewart, 1968. (Curriculum Resource Books Series.)
- Creal, Michael. The Idea of Progress: The Origins of Modern Optimism.
Macmillan of Canada, 1970. (The West and the World Series.)
- Fenton, E. 32 Problems in World History. W. J. Gage, 1968.
- Gustavson, Carl. Preface to History. McGraw-Hill, 1955.
- Halpern, J. M. The Changing Village Community. Prentice-Hall, 1969.
(Modernization of Traditional Societies Series.)
- Hay, Denys. Renaissance Debate. Holt, Rinehart & Winston, 1965. (European
Problem Series.)
- Martin, H. W. et al. Man's Search for Values. W. J. Gage, 1966.
- Moore, W.E. The Impact of Industry. Prentice-Hall, 1965. (Modernization
of Traditional Societies Series.)
- Reid, W. Stanford. Reformation: Revival or Revolution. Peter Smith, 1968.
- Ricker, John C. and John T. Saywell. Europe and the Modern World. Clarke
Irwin, 1969. (The Story of Western Man Series.)
- Swidler, Arlene. World Religions. Silver Burdett, 1972. (Concern Series.)
- Truemann et al. Modern Perspectives. Ryerson Press, 1969.

4. Audio-Visual Materials

Available from: School Services of Canada
525 Adelaide St. W.
Toronto, Ontario
M5V 1T6

Filmstrip-Cassette Programs

* Eyewitness: Whose Point of View?	\$32.00 **
The Scientific Revolution	61.00 **
Greek Civilization	38.00 **
Roman Civilization	28.00 **
The Roman Republic	20.00 **
Slaves in Ancient Rome	20.00 **
* The Middle Ages	42.50 **
* The Crusades	42.50 **
* The Renaissance	80.00 **
* The Protestant Reformation	42.50 **
* The Thirty Years' War	42.50 **
* The French Revolution	38.00 **
The Industrial Revolution	38.00 **
* Nineteenth Century Nationalism	42.50 **
Imperialism	61.80 **

Simulation: Interact "Liberte" (French Revolution)
available from: Social Sciences School Services
Edmonton Approx. 15.00

* These are especially recommended.

** 1976 prices

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